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ABSTRACT

There are eighty-four current projects described in this directory. The discussions are organized by discipline: Anthropology, Civics-Government, Comprehensive (involving two or more Social Science disciplines), Conservation, Economics, Geography, Sociology, U. S. Culture (History), World Affairs, and World Cultures. Each individual project note includes: project name, director(s), address, a summary of objectives and activities, grade level, and the available curriculum materials. This is a revised and update version of the original directory published in May, 1968. (SBE)

ED041814

Directory of Social Studies Curriculum Projects

ERIC CLEARINGHOUSE FOR SOCIAL SCIENCE EDUCATION

SO 000 176

Pennsylvania Department of Education 1969

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Directory of Social Studies Curriculum Projects

Compiled by
Robert Wingert
Social Studies Adviser

Bureau of General and Academic Education
Pennsylvania Department of Education
1969

Commonwealth of Pennsylvania
Raymond P. Shafer, Governor

Department of Education
David H. Kurtzman, Secretary

Commissioner for Basic Education
B. Anton Hess

Bureau of General and Academic Education
John E. Kosoloski, Director

Division of Social Studies
James G. Kehew, Coordinator

Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

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Introduction

A continued interest in the Directory, as evidenced by requests for it from social studies personnel at all levels of the education spectrum, has led us to a revision and up-dating of the original publication of March, 1968.

Our original Directory went through two printings and 3,000 copies. It was distributed widely throughout Pennsylvania's public and non-public schools as well as in many colleges and universities. In addition to the Commonwealth distribution, more than 500 copies were sent to schools in 29 states, the District of Columbia and even England. Six other State Departments of Education reproduced it for their own teachers and several Experienced Teacher Fellowship programs reproduced copies for the participants.

In this revision we have eliminated a few projects, at the request of the respective directors, and have added 24 new ones identified in the months between March, 1968 and October, 1969. Some projects have undergone title changes and these may be recognized by the old title in parentheses under the current title. Where projects have been identified as completed, they have been so marked. It should be further noted that projects under the heading "Comprehensive" are placed there because they involve two or more social science disciplines. We have also changed the original heading of "History" to "U.S. Culture (History)" in line with a social studies curriculum regulation change made by the Pennsylvania State Board of Education in July, 1969.

The exposure accorded the original Directory is most gratifying and we thank those who made it all possible -- the project directors for giving us the contents and the social studies teachers or professors for using the contents. We sincerely hope that this revision will likewise prove useful in the continued efforts of teachers to revitalize and improve social studies instruction in the schools around the Commonwealth and the nation. Again, we wish to thank the project directors for their cooperation in verifying the contents of the various entries contained herein.

Anthropology

Project: THE ANTHROPOLOGY CURRICULUM PROJECT

Directors: Dr. Marion J. Rice and Dr. Wilfred C. Bailey

Address:
University of Georgia
126 Fain Hall
Athens, Georgia 30601

Summary: The Anthropology Curriculum Project develops and tests instructional materials in anthropology for pupil and teacher use in grades K-9.

Two types of materials are being produced: "A Sequential Curriculum in Anthropology, K-7" is a cognitively oriented survey of anthropology as a discipline. Other ad hoc units are developed for specific instructional needs, such as political socialization, intergroup relations, and value change drawing on anthropology for the base content. Units in this series include: "Four Cultures", a revision of the original "Concept of Culture" primary picture book to include a case study of the Yoruba as an exemplar of an African culture; "Race, Caste, and Prejudice", a systematic examination of discrimination and implications for democratic processes; and "The Indian in American Culture", an examination of how the dominant culture has discriminated against the development of the Indians as a minority group.

The "Sequential Curriculum in Anthropology" is predicated on the assumption that any field of knowledge, such as anthropology, consists of a system of concepts, or word labels, which are used to express and describe relationships. An understanding or mastery of any field of knowledge begins with an understanding of the concept system, the meaning of which expands and develops as the knowledge of the discipline is extended.

Material is developed in a primary cycle (grades 1 through 3) and an intermediate cycle (grades 4 through 7). Concepts developed in an introductory manner in the primary cycle are repeated and enlarged in the intermediate cycle. The intermediate cycle, however, may be used independently.

Grade: K - 9

THE ANTHROPOLOGY CURRICULUM PROJECT (continued)

Materials: The following materials are available in the form listed. A sample set consists of one copy of all publications, while a field order consists of materials for 40 students and one teacher. Student material includes textbooks, guide books, pre- and post-tests. Teacher materials include background material and guide book.

a. "The Concept of Culture: An Introductory Unit" (Kindergarten)

Sample Set	$ 5.00
Classroom Set (40 students)	$30.00

b. "The Concept of Culture" (Grades 1 and 4)

Sample Set	$ 5.00
Grade 1, Field Use	$30.00
Grade 4, Field Use	$60.00
Grade 1 and 4, Field Use	$80.00

c. "The Development of Man and His Culture" (Grades 2 and 5)

Sample Set	$ 8.00
Grade 2, Field Use	$80.00
Grade 5, Field Use	$80.00
Grades 2 and 5, Field Use	$150.00

d. "Cultural Change" (Grades 3 and 6)

Sample Set, Grade 3	$ 4.00
Classroom Set (40 students)	$80.00
Sample Set, Grade 6	$ 4.00
Classroom Set (40 students)	$80.00

e. "Life Cycle" (Grade 7)

Sample Set	$ 4.00
Classroom Set (40 students)	$80.00

f. "Political Anthropology" (Upper Elem/JHS)

Single copy	$ 1.00
Classroom Set (40 students)	$40.00

THE ANTHROPOLOGY CURRICULUM PROJECT (continued)

g. "The Urban Community" (Upper Elem/JHS)

Single copy	$ 1.00
Classroom Set (40 students)	$40.00

h. "Archeological Methods" - Programmed text, Grade 5 (parallels the narrative text for 5th grade pupils)

Sample Set (including programmed text, tests, pronunciation guide and pronunciation tape)	$ 3.00
Field Order (consists of 10 texts, tests, pronunciation guide and one tape)	$10.00

i. Film, 16mm, 28 minutes, color, "How We Learn About the Past", an introduction to the science of archeology which parallels the Chapter on archeology in the units for Grades 2 and 5. Now distributed by International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, Illinois 60604. Rental, $15; purchase, $300.

j. "Race, Caste, and Class" (Upper elem/JHS) (Available October 1969)

"Race, Caste, and Class" is a survey, historical and regional, of discriminatory treatment of groups resulting from differences in race, income, and hereditary position. Emphasis is placed on the problems arising from the continuation of racial and religious prejudice in a democratic society.

Single copy	$ 4.00
Classroom Set (40 students)	$80.00

k. "The Indian in American Culture" (Upper Elem/JHS) (Available January 1970)

A critical examination of the cultural-economic variables which has isolated this indigenous American group from the mainstream of American Culture and relegated most Indians to the contemporary phenomena of the "culture of poverty" in an affluent society.

Single copy	$ 4.00
Classroom Set (40 students)	$80.00

THE ANTHROPOLOGY CURRICULUM PROJECT (continued)

1. For brochures and descriptive material write Anthropology Curriculum Material, 126 Fain Hall, University of Georgia, Athens, Georgia 30601.

Project: ANTHROPOLOGY CURRICULUM STUDY PROJECT

Director: Dr. Malcolm Collier

Address: 5632 South Kimbark Avenue
Chicago, Illinois 60637

Summary: The Project is designed to define the role of anthropology in the high school social studies program. They are preparing units and resource materials to implement that role. A one-semester course, *Patterns in Human History*, has been completed and will be commercially published in the school year 1970-71. It is intended that the course be used as an introduction to world cultures or world history courses in grades 9 or 10.

The staff is now developing kits of in-service and pre-service training and information materials to assist teachers and school administrators in using *Patterns*. This will include tapes and film clips and will draw on staff experience with school trials of ACSP experimental units.

Grade: Secondary

Materials: Available from ACSP Office

a. "Two Dozen Anthropology Books" - a bibliography

b. Newsletter No. 7

c. Teaching Plan - Student Reading Materials of *History as Culture Change* at $ 2.50/set

d. Films:

1. "Day One" 16mm, 20 minutes, b&w; showing a class using the first lesson of "Study of Early Man"

2. "Inference from Archeological Evidence" 16mm, 20 minutes, b&w; showing a class using the first lesson of "Great Transformation"

Rental:	1-2 days	$ 5.00
	one week	$10.00

Available from The Macmillan Company, School Department,
866 Third Avenue, New York, N.Y. 10022

ANTHROPOLOGY CURRICULUM STUDY PROJECT (continued)

a. History as Culture Change: An Overview - a three-week sampler, part of the semester Patterns course; divided into six topics: The Study of Very Early Human Societies; Evidence of Change in Man and Culture during the Pleistocene; Evidence of a Revolution in Culture; A New Kind of Society - Civilization; Culture as Adaptation to Complex Societies; Problems of Culture Change.

Teacher's Kit; includes filmstrip, recorded interviews, casts of tools, figurines, and Sumerian clay tablet, overhead transparencies, teaching plan and worksheets	$50.00
Student Materials; includes readings, evidence cards, site map, tablet translations	$1.80 each

b. The Great Tree and the Longhouse: Culture of the Iroquois by Hazel W. Hertzberg, $2.40. Teacher's Manual by Hazel Hertzberg, $1.20.

c. Kiowa Years: Study in Culture Impact and Profile of a People by Alice Marriott, $2.60. Teacher's Manual by Rachel Reese Sady, $.48.

d. An Annotated Bibliography of Anthropological Materials for High School Use by James J. Gallagher, $2.44.

Civics—Government

Project: CENTER FOR RESEARCH AND EDUCATION IN AMERICAN LIBERTIES

Director: Alan F. Westin

Address:
Teachers College - Columbia University
501 West 121st Street
New York, New York 10027

Summary: The Center seeks to effect innovation and change in civic education, K-14, through multidimensional interventions in four areas: (a) increased, real student participation in school governance; (b) improved pre- and in-service training of teachers and administrators; (c) joint student-teacher designed and student relevant curricula; (d) improved school-community involvement. In the curricular area, the Center's primary concern lies with achieving greater consonance between what is taught about those democratic attitudes, value systems, and behaviors (especially those relating to dissent, due process, decision making, and equality of treatment and opportunity) appropriate to a free and open society, and what is demonstrated in practice by teachers, school authorities, the community, and society at large.

Grade: K - 14

Materials:

a. No curricular materials currently available for distribution.

b. "Learning to Teach About Liberty: An Institute Model for the 1970's", Westin and Smith, Social Education, April 1968, illustrates the Center's approach to in-service education for teachers and administrators.

c. Anticipated publications include:

   1. Developing Democratic Behaviors in Young Children, Louis S. Levine. (Spring, 1970)

   2. Educator's Handbook on Civic Education, DeCecco et al., (Spring, 1970)

   3. "Teacher Interventions for the Reinforcement of Democratic Behavior in Students", Smith (Spring, 1970)

   4. Toward the New American University, Alan F. Westin. (Winter, 1969)

   5. Civic Education for the 1970's, Alan F. Westin. (Spring, 1971)

Project: COMMITTEE ON CIVIC EDUCATION

Director: Charles N. Quigley, Executive Secretary

Address: School of Law
University of California at Los Angeles
Los Angeles, California 90024

Summary: The Committee on Civic Education is an interdisciplinary Committee, composed of representatives from political science, philosophy, psychology, sociology, law and education. They have been involved, since 1964, in curriculum development, teacher training in civic education, and basic research in political socialization.

A major aim of the Committee's program has been to increase student's grasp of fundamental principles of democratic procedure through stressing the acquisition of intellectual skills rather than large amounts of factual knowledge. The first programs have been developed at the elementary level as a result of research which indicated this to be the level at which such programs would prove most effective. However, future plans call for extending their research, development and implementation activities to include grades 9-12; while at the same time encompassing more areas of concern to civic education.

Grade: K - 12

Materials:

a. Your Rights and Responsibilities as an American Citizen: A Civics Casebook, by Charles N. Quigley, Committee on Civic Education, UCLA, 1967. The "Casebook" is for students and there is an accompanying Teacher's Guide. Published by Ginn and Co., Statler Office Building, Boston, Mass. 02117. $1.88 each (paper).

b. Conflict, Politics, and Freedom, by Charles N. Quigley and Richard P. Longaker, Committee on Civic Education, UCLA, 1968. Published by Ginn and Co., Boston.

Project: THE DEVELOPMENT OF BASIC ATTITUDES AND VALUES TOWARD GOVERNMENT AND CITIZENSHIP DURING THE ELEMENTARY SCHOOL YEARS (Completed)

Director: Dr. Robert D. Hess (in collaboration with Dr. David Easton)

Address: School of Education
Stanford University
Stanford, California 94305

Summary: The purpose of the project was to examine the attitudes of children in the elementary schools towards political objects and ideas, to see what changes occurred in these attitudes during the elementary school years, and how the process of socialization into the political system varied by social class and by level of intelligence of the children involved.

Grade: Elementary

Materials: a. Final report to USOE available through ERIC System.

b. The Development of Political Attitudes in Children; by Robert D. Hess and Judith V. Torney; Aldine Publishing Co., 320 W. Adams Street, Chicago, Illinois 60606; 1967; $9.75.

c. Occasional papers through Director.

Project: LAW IN AMERICAN SOCIETY PROJECT

Director: Dr. Robert H. Ratcliffe

Address:
Law in American Society
Room 850
29 South LaSalle Street
Chicago, Illinois 60603

Summary: A project to develop social studies curriculum materials for grades five, seven, eight, nine, eleven, and twelve, and teacher training programs which focus on the role of law in American society. The materials will be designed to be integrated into existing social studies curricula.

Grade: Upper Elementary and Secondary

Materials: The following materials have been developed and are currently under revision -- available now only through the Project. The commercial publication is scheduled by Houghton Mifflin Co. in 1970.

Grade 5	Law in a New Land. Student casebook and teacher handbook.
Grade 7-8	The Law and American History. Student casebook and teacher handbook.
Grade 9	Urban Law Series (Six major units) "Urban Setting" "Consumer Law" "Landlord-Tenant" "Welfare" "Juvenile Delinquency" "Crimes and Justice" A teacher's manual for the series accompanies the unit.
Grade 11-12	Legal Issues in American History. Student casebook and teacher handbook.

Project: LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS

Director: Dr. John S. Gibson

Address: Tufts University
Medford, Massachusetts 02155

Summary: The Lincoln Filene Center for Citizenship and Public Affairs is a research, development and teacher education institute in the social sciences with primary emphasis upon citizenship education at the elementary and secondary levels.

Their elementary school materials are embodied in the Center's Intergroup Relations Curriculum.

The secondary school program is designed to assist teachers in advancing students toward fundamental cognitive and affective objectives, as well as behavioral objectives. Teacher's Guides accompany the materials and assist the teachers in elaborating desirable objectives for their students.

Grade: K - 12

Materials: a. Elementary Curriculum Materials

The Intergroup Relations Curriculum: A Program for Elementary School Education, Volumes I and II, edited by John S. Gibson. (SOLD ONLY as a UNIT), $5.00. (Replaces "Race and Culture in American Life").

Volume I - outlines the background of the project; includes a series of propositions, critiques and recommendations regarding treatment of intergroup relations through the process of education.

Volume II - presents the Curriculum, including teaching strategies, learning activities and instructional units, as well as bibliography for students and teachers.

Available from the Center, single orders PREPAID

b. Secondary Curriculum Materials - *Instructional Programs*

1. *Program I: Dimensions of Citizenship*

(a) "Effective Citizenship: Upton Sinclair and *The Jungle*"

Student Manual	$ .50
Teachers Manual	$1.00

Film, 2 reels, :28 ea., b/w, Rental (postage & ins.)

LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS (continued)

(b) "Citizenship Denied: Diary of a Young Girl" (Anne Frank)

Student Manual $.50
Teachers Manual $.50
Film, 2 reels, :28 ea., b/w, Rental (postage & ins.)

(c) "Citizenship Affirmed: The Story of Frederick Douglass"

Student Manual $.50
Teachers Manual $.50
Film, 2 reels, :28 ea., b/w, Rental (postage & ins.)

(d) "Where is Prejudice?"

Film, 2 reels, :29 ea., b/w, Rental $5.00

(e) "Black Pride: The Emerging American Negro"

Film, 1 reel, :23, b/w, Rental $5.00

(f) "Civil Disobedience: A Higher Law?"

Student Manual $.50
Teachers Manual $.50
Film, 1 reel, :28, b/w, Rental (postage & ins.)

2. Program II: Politics and Policy Making

(a) "Choosing a President, 1968: The American Political Process"

Student & Teachers Manual $.50 each

(b) "Gun Control: A Bill Becomes a Law"

Student and Teacher Manuals $.50 each

(c) "The Courts Make Policy: The Story of Clarence Earl Gideon"

Student and Teacher Manuals $.50 each

(d) Practical Political Action - a book of open-ended case studies, edited by Franklin Patterson for the Center, 1964. Houghton Middlin Co., 50 W. 43rd St., N.Y., N.Y. 10036 (Order Direct)

LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS (continued)

(e) Practical Politics (Films) 4 reels, :17 ea., b/w

Rental of set	$ 5.00
Purchase of set	$200.00

(f) Films on Current Political Issues

"Communicating with the People: Mayor Kevin H. White, Boston"

"Making Policy: Gov. John A. Volpe, Massachusetts"

"Congressional Pressure Groups: Rep. Margaret Heckler, Massachusetts"

"Making National Policy: Sen. Edward M. Kennedy"

"Reflections on Politics: Former Sen. Leverett Saltonstall, Massachusetts"

5 films, :28 ea., b/w Rental per film $5.00

3. Program III: Urban Problems and Prospects

(a) "The Police: Fact and Fiction"

Student & Teacher Manuals $.50 each
2 films, :28 ea., b/w, Rental (postage & ins.)

(b) "Welfare: A Way of Life?"

Student & Teacher Manuals $.50 each
Film, :28, b/w, Rental (postage & ins.)

(c) "Urban Renewal: Planners and People"

Student & Teacher Manuals $.50 each
Film, :28, b/w, Rental (postage & ins.)

4. Program IV: The American Economic System

(a) "How Our Economic System Works"

Student Manual	$1.00
Teachers Manual	$ .50

LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS (continued)

(b) "To Buy A Car"

Student & Teacher Manuals $.50 each
Film, :28, b/w, Rental (postage & ins.)

NOTE: other economic materials, see Program I - "Effective Citizenship", Program II - "Welfare" and Urban Renewal", and Program IV - "Civil Liberties" and "Law and Poverty"

5. Program V: American Civilization and History

(a) "Studies on Idealism in American Life"

Student & Teacher Manuals $.50 each

(b) "Studies on Intolerance in American Life"

Student & Teacher Manuals $.50 each

(c) "Studies on Protest and Dissent in American Life"

Student & Teacher Manuals $.50 each

(d) "Studies on Technology in American Life"

Student & Teacher Manuals $.50 each

(e) Tapes for Students

"John Brown at Harper's Ferry" (:12)
"Women's Suffrage" (:25)
"Pericles's Funeral Oration" (:12)
"Lincoln's Gettysburg Address" (:04)

Four tapes Purchase $10.00/tape
(if 7" reel supplied, $5.00/tape)

6. Program VI: The Law and Citizenship

(a) "Law and Poverty" - materials forthcoming

(b) Civil Liberties: Case Studies and the Law, by Donald Parker, Robert M. O'Neil, Nicholas Econopouly. Houghton Mifflin Co., 50 W. 43rd St., N.Y., N.Y. 10036 (Order Direct)

7. Program VII: The International System: Themes and Decisions

(a) "The NATO Commitment"

(b) "Nation Building in Ghana"

(c) "The Hungarian Revolution"

(d) "The Prevention of Conflict: The Lebanese Crisis, 1958"

(e) "The Dominican Republic: Engagement in Conflict"

(f) "Domestic Sources of Foreign Policy: The Marshall Plan"

(g) "The Alliance for Progress: Trade and Aid in International Politics"

(h) "The Question of Human Rights: The Olympic Boycott Threat"

(i) "Conflict in the Middle East"

Student Manuals for each of above	$ .50
Teachers Manual	$1.00

(j) Conflict: Crisis Decision Making, by John S. Gibson for Newsweek magazine. Free from Newsweek, Inc., 350 Dennison Ave., Dayton, Ohio 45401. (Order Direct)

(k) Ideology and World Affairs, by John S. Gibson, 1963. Houghton Mifflin Co., 50 W. 43rd St., N.Y., N.Y. 10036. (Order Direct)

(l) "Making Foreign Policy: Senator Edward W. Brooke" Film, :28, b/w, Rental $5.00

(m) "American Foreign Policy" (Interview with Senator John F. Kennedy) Film, :12, b/w Rental $5.00

(n) "The North Atlantic Treaty Organization" Film, :12, b/w Rental $5.00

LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS (continued)

c. Materials for Teachers

1. "Current Affairs and the Social Studies: A Program for Social Studies Educators"

   Teachers Guide $ .50
   Film, :36, b/w Rental $1.00

2. "Educating for Citizenship: An Annotated Bibliography"

   $ .50

3. "Education and Race Relations" Kinescopes of TV series

   28 Films, :45 each, b/w Rental $5.00/film

4. "Effective Citizenship: Upton Sinclair and The Jungle"

   Teachers Guide $1.00

5. Conflict: A Game of Power and Policy in the World Today

   Teachers Guide $1.00

6. Films for Teacher-Training Sessions, :17 each, b/w, Rental $5.00/set

   "Portrait of the Inner City"
   "Portrait of the Inner-City School: A Place to Learn"
   "Portrait of a Disadvantaged Child: Tommy Knight"

7. New Frontiers in the Social Studies: Goals for Students and Means for Teachers, by John S. Gibson, 1967. Citation Press, 904 Sylvan Ave., Englewood Cliffs, N.J. 07632. $1.35 (paper) (Order Direct)

8. New Frontiers in the Social Studies: Action and Analysis, by John S. Gibson, 1967. Citation Press, 904 Sylvan Ave., Englewood Cliffs, N.J. 07632. $1.35 (paper) (Order Direct)

9. Citizenship, by John S. Gibson. Dimensions Publishing Co., San Rafael, California (Order Direct)

LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS (continued)

10. Negro Self-Concept: Implications for School and Citizenship, by William C. Kvaraceus, John S. Gibson, Franklin Patterson, Bradbury Seasholes and Jean D. Grambs, 1965. McGraw-Hill Book Co., 330 W. 43rd St., N.Y., N.Y. 10036. $2.45 (paper) (Order Direct)

11. Poverty, Education and Race Relations, by William C. Kvaraceus, John S. Gibson, Thomas J. Curtin, et al, 1967. Allyn & Bacon, Inc., 470 Atlantic Ave., Boston, Massachusetts 02210. $3.95 (paper) (Order Direct)

NOTE: Materials listed above, under c. are available from the Center, except for those marked (Order Direct), which should be ordered from the publisher.

d. Other Materials - for Student Use

Living Democracy Series (secondary level), available from the Center, $.35 each, except where noted:

They Made a Nation (Constitutional convention)

Men to Remember (little-known heroes)

Get Into the Game (politics)

The 'X' Goes Here (voting)

What about War?

What does Citizenship Mean?, $.25

Can We Create a 'City of Light'?, $.25

Project: SOCIAL STUDIES DEVELOPMENT CENTER
(High School Curriculum Center in Government)

Director: Dr. Howard D. Mehlinger

Address:
Indiana University
1129 Atwater Street
Bloomington, Indiana 47401

Summary: The primary purpose of the Center is to promote and carry out the development of curriculum materials and teaching strategies in social studies, as well as to encourage related research and teacher training activities.

The most active project at the Center is the High School Curriculum Center in Government which has had 40 school systems around the nation testing their experimental course "American Political Behavior". Now under development is a course "The American Political System" (one semester) and "Comparative Political Systems" (second semester). The purpose of these courses is to replace existing civics programs with courses that will enable students to acquire skills in the use of tools of inquiry necessary in making political judgments and to understand the political environment of which students are a part.

Grade: 8 - 12

Materials:

a. Research paper entitled "Political Socialization of American Youth", by John Patrick, available through the National Council for the Social Studies, 1201 16th Street, N.W., Washington, D. C. 20036. $2.50/copy.

b. Occasional paper setting forth the rationale for the Center's curriculum work and describing the course in American Political Behavior; mimeographed, limited supply, December, 1967. Write Center for copy.

c. The course in American Political Behavior will be submitted to public domain early in 1970 and is expected to be commercially available shortly thereafter.

Project: A STUDY OF THE OBJECTIVITY OF MATERIALS USED IN CURRENT EVENTS INSTRUCTION IN SECONDARY SCHOOL SOCIAL STUDIES CLASSROOMS (Completed)

Director: Dr. William T. Lowe

Address:
College of Education
The University of Rochester
Rochester, New York 14627

Summary: A project to determine the objectivity of the five classroom periodicals prepared especially for use in social studies classrooms at the senior high school level.

Grade: Secondary

Materials:

a. Abstract of final report in Research in Education, May 1968, Vol. 3, No. 5.

b. Final report available through ERIC Document Reproduction Service, National Cash Register Co., Box 2206, Rockville, Md. 20852. (ED-014-796, microfiche $.50; hard copy $2.52, 61 pp.).

Comprehensive

Project: ACM VIDEO TAPE PROJECT

Director: Dr. Helen D. Berwald

Address: Carleton College
Northfield, Minnesota 55057

Summary: A project to develop video tapes of students and teachers using new social studies materials. The tapes are designed to be useful for pre- and in-service teacher education. The series consists of 126 tapes and accompanying supplementary materials, with the following projects being represented:

Anthropology Curriculum Study Project

High School Geography Project

Sociological Resources for the Social Studies Project

University of Minnesota Project Social Studies

Grade: Elementary and Secondary

Materials: Write Norman L. Hoover, Associate Director of Project for catalog describing tapes and associated materials.

Project: BRENTWOOD SOCIAL STUDIES PROJECT

Director: Vincent Presno

Address: Brentwood Public Schools
Brentwood, New York 11717

Summary: The project design called for the development of student and teacher materials organized around key concepts of the social sciences, presented in a manner that would actively involve students in the learning process.

Grade: K - 6

Materials: The student and teacher materials which have been developed and published thus far, as the "Man in Action" series by Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632, are:

K - Advantage
1 - People and Their Actions
2 - People and Their Social Actions
3 - People and Their Actions in Social Roles

For price information and information about the availability of grade 4, 5, and 6 materials, contact the publisher.

Project: CONCEPTS AND INQUIRY: THE EDUCATIONAL RESEARCH COUNCIL OF AMERICA SOCIAL SCIENCE PROGRAM
(Greater Cleveland Social Science Program)

Director: Raymond English

Address: Educational Research Council of America
Rockefeller Building
Cleveland, Ohio 44113

Summary: The project is designed to construct a new social studies curriculum based on a sequential development of concepts and generalizations from the social sciences: American and world history, geography, sociology, anthropology, philosophy-religion-psychology, economics, and government.

Grade: K - 12

Materials: a. K - 9 materials available from the Order Department of the Council. Write for price list. The K-9 sequence follows:

Kindergarten - "Learning About the World", 1 semester
"Children in Other Lands", 1 semester

Grade 1 - "Learning About Our Country", 1 semester
"Explorers and Discoverers", 1 semester

Grade 2 - "Communities at Home and Abroad"

Grade 3 - "The Making of Anglo-America", 1 semester
"The Metropolitan Community", 1 semester

Grade 4 - "The Story of Agriculture", 1 semester
"The Story of Industry", 1 semester
Area Study; "India: A Society in Transition"

Grade 5 - "The Human Adventure", Parts I - IV
Area Study; "The Middle East"

Grade 6 - "The Human Advenutre", Parts V - VIII
Area Study; "Latin America"

Grade 7 - "The Challenge of Our Time: The Recent and Contemporary World"
Area Study; "Africa"

Grade 8 - "Six Generations of Americans"
Area Study; "North America and the Caribbean"

Grade 9 - "The Price of Freedom: Comparative Politics and Economics"
Area Study; "Europe, East and West"

CONCEPTS AND INQUIRY: THE ERCASSP (continued)

Publication of the above materials is scheduled by Allyn and Bacon, Inc. on the following basis:

K - 3	by January 1970
4 - 6	by January 1971
7 & 8	by January 1972
9	by January 1973

b. The projected sequence for grades 10-12, materials for which are presently being written and tested, is as follows:

Grade 10	- "The History of Civilization and Great Ideas" Area Study; "The Far East"
Grade 11	- "U.S. History: A Topical Approach" Area Study; "Regions of the U.S.A."
Grade 12	- "The United States in the World Today" "Lands, Peoples and Resources of the World"

c. Handbook for Social Science Teachers $4.00, from the Council - explains the philosophy, objectives and outline of their social studies program and includes short essays on the various social science disciplines. A revised edition will be available by 1970.

d. "GCSSP In-Service Teacher Education Package" - has been designed to provide elementary teachers with usable information and background on basic social science disciplines, i.e., history, geography, political science, economics, philosophy, sociology, anthropology, and psychology. Cost of materials as follows:

12 audio-tapes ($15.00 each)	$180.00 complete
Administrator's Manual	$ 3.00
Teacher's Manual	$ 3.00

Order from Council

e. Filmstrip: Eskimos of Barrow, Alaska, to supplement Grade 2, first semester study, $12.00.

Project: THE DEVELOPMENT OF FIRST GRADE MATERIALS ON "FAMILIES IN JAPAN" (Completed)

Director: Dr. Melvin Arnoff

Address:
Department of Elementary Education
405 Education Building
Kent State University
Kent, Ohio 44240

Summary: The project is designed to develop a unit of instruction at the first grade level which is part of a larger proposed social studies curriculum, K-12; A Comparative Problems Curriculum.

Grade: 1

Materials: "Families in Japan", grade one, $2.50, from Dr. Arnoff.

Project: EDUCATION DEVELOPMENT CENTER, INC., SOCIAL STUDIES CURRICULUM PROGRAM
(The Social Studies Curriculum Program - ESI)

Director: Peter B. Dow

Address:
Social Studies Curriculum Program
15 Mifflin Place
Cambridge, Massachusetts 02138

Summary: Materials are developed by teams that include scholars, classroom teachers and curriculum specialists. Drawing on the latest scholarship, they include a wide range of media including film, games, records and filmstrips. Using primary sources whenever possible, EDC courses encourage inductive thinking and an awareness of value assumptions.

Questions underlying the projected K-12 curriculum focus on man as a social, intellectual and emotional being. Who is man? Who is Western man? Who is modern man? What has it meant to be an American? What will it mean in the future?

Man: A Course of Study, a full year course for the upper elementary grades, explores the question, "What is human about human beings? In the first part of the course, studies of salmon, herring gulls and baboons provide data for contrast with human behavior. The second half of the course examines man in society through an intensive study of a small and isolated Canadian Eskimo group, the Netsilik. (This program has been completed, and materials are available from the Social Studies Curriculum Program. A complete program for teacher training accompanies the course.)

Inventing the Western World, a junior high school course, prepares students for thinking about Western values and political concepts and the view of man as a political being. An opening unit on Athens and Sparta is presently being developed. A unit entitled "The Death of a Republic" analyzes the changes that occurred in ancient Rome during the transition from a republic to a dictatorship. Final units are still to be planned. ("The Death of a Republic" has been completed.)

From Subject to Citizen traces the development of the American political tradition from its roots in England. The course consists of five units: "Queen Elizabeth: Conflict and Compromise", "The King vs. the Commons", "The Emergence of the American", "The Making of the American Revolution", and "We the People". Student readings include primary source materials and contemporary narratives. Games, debates and role-play vary the classroom experience. (All units are available, except for "The Emergence of the American", which is presently being revised.)

EDUCATION DEVELOPMENT CENTER, INC., SOCIAL STUDIES CURRICULUM PROGRAM (continued)

The American Experiment (formerly The Civic Culture), a ninth grade course that looks at the problems of ethnic divisions and strains in American society, is in the process of development.

Black and White: The Struggle for Identity and Power, a six- to eight-week unit for grades nine through twelve is being developed for use in history or civics courses. The unit will deal with identity problems and attitudes in blacks and in whites, and how these attitudes affect black-white relations.

Modernization, a senior high school course dealing with cultural change and cultural differences in the modern world, is currently being developed.

Grade: K-12

Materials:

a. Man: A Course of Study brochure (free)

b. Man: A Course of Study sample set of classroom and teacher materials $13.00

c. Requests for other course materials and/or prices should be addressed to the Director of the specific course(s) listed above. (e.g. Course Director, Inventing the Western World, EDC, 15 Mifflin Place, Cambridge, Mass. 02138).

d. Children of Cardozo -- Tell It Like It Is. The response of children to the death of Martin Luther King in their own pictures and words. Prepared in cooperation with the EDC Innovation Team of the Model Schools Division, District of Columbia Public Schools. AVAILABLE FROM: D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, N.J. 08540. 52 pp. 1968. (96¢/copy list; 72¢/copy net to schools.)

e. One Nation, Indivisible? An instructional television program consisting of three hour-long training films and a handbook for teachers, five half-hour films and "Black and White: Six Stories from a Troubled Time" for students. AVAILABILITY: Negotiations are under way for commercial distribution of the television programs for school use; they are not available at this time. Only available materials at this time:

-- One sample copy each, student booklet and teacher's guide - no charge

-- 25 pp. summary of evaluation report on nationwide (78 ETV stations showed the program to 1½ million children) teaching experiment in May 1968 will be available sometime in 1969 (no charge); to be placed on mailing list for this summary, send name and address to Librarian, EDC, 15 Mifflin Place, Cambridge, Mass. 02138.

Project: EDUCATION SYSTEMS RESEARCH PROJECT (ESRP)

Directors: Robert L. Ciaburri and Mitchell P. Lichtenberg

Address: 240 Baker Hall
Carnegie-Mellon University
Pittsburgh, Pennsylvania 15213

Summary: A project designed to develop a social science curriculum for high school and college United States history courses which will employ a computer in the teaching of inquiry skills. By using historical descriptions, documents, and provocative essays, students will be encouraged to develop hypothesis which can be tested through the use of a computer. Emphasis will be placed on the student's resourcefulness and ingenuity to ask appropriate questions and manipulate pertinent data. The program will be developed in such a way that the student will need no technical expertise to communicate with the computer.

Grade: Secondary and College

Materials: For information on its availability, contact the Project Office.

Four data files presently available:

(1) Continental Congress

(2) Jackson Era, 1829-1836

(3) Pre-Civil War, 1840-1860

(4) Progressive Era, 1908-1912

Project: ELKHART PROJECT SOCIAL STUDIES CURRICULUM
(Elkhart Indiana Experiment in Economic Education)

Director: Dr. Lawrence Senesh

Address: Purdue University
Lafayette, Indiana 47907

Summary: A project originally designed to develop economic education in the primary grades. Since its inception it has been expanded to a full social studies program, integrating all of the social sciences on a 1-12 grade basis. The development of the curriculum is based on three principles: (1) identification of fundamental idea relationships which underlie each social science discipline and relate them to the child's experience and vocabulary; (2) units must be constructed in such a way that different ones give emphasis to different areas of the social sciences; and (3) presentation of social realities on all grade levels through analysis of problems society is facing.

Grade 1-3 are commercially available from SRA as the Our Working World Series. See materials section below for course titles.

Grades 4-12 are projected for development as:

4 - The study of regions of the state in its regional context

5 - The U.S. as a political, economic and cultural entity

6 - Regions of the world divided according to stages of economic development

7 - Comparative economic and political systems

8 - Study of U.S. society and what holds it together by using the tools of the social scientists

9 - Chronological study of world cultural areas

10 - Persistent problems of the world

11 - Chronological study of U.S. history - similar to grade 9

12 - Persistent problems of the U.S. - tying together all the previous study.

Grade: 1 - 12

ELKHART PROJECT SOCIAL STUDIES CURRICULUM (continued)

Materials: a. Our Working World Series is available for grade 1-3 from: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Grade 1: Families at Work

Record Set (to dreate an awareness of important ideas to be explored in depth later)	$25.00
Text	$ 2.95
Activity Book	$ .60
Teacher's Resource Unit	$ 4.00
Specimen Set	$ 6.75

Grade 2: Neighbors at Work

Record Set	$19.50
Text	$ 3.10
Activity Book	$ .60
Teacher's Resource Unit	$ 4.00
Specimen Set	$ 6.85

Grade 3: Cities at Work

Text	$ 3.45
Activity Book	$ .75
Teacher's Resource Unit	$ 2.90
Specimen Set	Write for price

b. Also available from McGraw-Hill Book Company are two filmstrips on methods for Grade 1.

c. Grades 4, 5, and 6 course materials are projected for commercial publication in early 1969, 1970, and 1971, respectively and will likewise be available from SRA.

d. Grades 1-3 materials will be completely revised prior to 1972.

Project: FOCUS ON INNER-CITY SOCIAL STUDIES (FICSS)

Director: Dr. Melvin Arnoff

Address: College of Education
Kent State University
Kent, Ohio 44240

Summary: A project to design a social studies curriculum, K-12, appropriate for urban America. The plans call for identifying materials which are available for use in implementing such a curriculum and, in addition, developing units/materials for those areas where little is now available.

Grade: K - 12

Materials: The following preliminary materials have been developed, BUT are not as yet available. However, summary descriptions of the units can be secured from the Project Office.

1. "Families in Our City" - designed for grade one, semester one.
2. "Afro-American in United States History" - designed for use in grades 5, 8, and 11, with either inner-city or suburban youth.
3. "Nigeria: An African Dilemma" - designed to be integrated into world geography and world history courses, particularly at grades 6 and 10.
4. "Minority Power in America" - designed for grades 9 and 11.

Project: A GEO-HISTORICAL STRUCTURE FOR SOCIAL STUDIES CURRICULUM
(Social Studies Curriculum Project)

Director: Dr. Ridgway F. Shinn, Jr.

Address: Rhode Island College
Providence, Rhode Island 02908

Summary: A study to determine the validity of using geography and history as integrating disciplines for organizing the social studies curriculum at all grade levels and for all abilities of students. Project includes development of materials and an evaluation of pupil progress. They further plan to investigate methods by which social studies curricular innovations can be most effectively spread throughout a school system in a minimum amount of time.

Grade: K-12

Materials: Available at cost, Order Blanks available from Book Store, Rhode Island College.

Project: HARVARD SOCIAL STUDIES PROJECT

Directors: Dr. Donald W. Oliver and Dr. Fred M. Newmann

Address: Graduate School of Education
Harvard University
Cambridge, Massachusetts 02138

Summary: A project to develop a three-year social studies curriculum around controversial public issues. It is further designed to develop critical thinking concepts and skills. The program is constructed around these five elements: (1) historical (context); (2) an ethical and legal concept; (3) social science; (4) general analytic concept (skills and critical thinking); and (5) societal problems. They propose to tie all five together in a conceptual framework.

Grade: 7 - 10

Materials:

a. Teaching Public Issues in the High School, by D. W. Oliver and J. P. Shaver, Houghton Mifflin, 1966. $4.50.

b. Public Issues Series - Unit Books, $.30 each, available from the American Education Publications, Education Center, Columbus, Ohio 43216. The following titles are available:

The American Revolution: Crisis of Law and Change

The Railroad Era: Business Competition and the Public Interest

Religious Freedom: Minority Faiths and Majority Rule

The Rise of Organized Labor: Worker Security and Employer Rights

The Immigrant's Experience: Cultural Variety and the 'Melting Pot'

Negro Views of America: The Legacy of Oppression

Municipal Politics: Interest Groups and the Government

Taking a Stand: Discussion Guide

Rights of the Accused: Criminal Procedure and Public Security

The Lawsuit: Legal Reasoning and Civil Procedure

Community Change: Law, Politics and Social Attitudes

The New Deal: Free Enterprise and Public Planning

HARVARD SOCIAL STUDIES PROJECT (continued)

- Communist China: Communal Progress and Individual Freedom
- Nazi Germany: Social Forces and Personal Responsibility
- Twentieth Century Russia: Agents of the Revolution
- Colonial Kenya: Culture in Conflict
- Race and Education: School Desegregation and Community Control
- Science and Public Policy: Truth on Trial
- Status: Achievement and Social Values
- The Civil War: Crisis in Federalism

c. Three teaching and demonstration films available, 16 mm. Contact AEP for information on availability.

Project: INQUIRY INTO SOCIAL ISSUES

Director: Dr. Byron G. Massialas

Address: The University of Michigan
School of Education, 3021 UHS
Ann Arbor, Michigan 48104

Summary: The main purpose of the Project is to record and analyze classroom discourse when social issues are discussed. It is intended that the study investigate how emotional reactions are affected and to probe the role of the teacher in the rational examination of social issues. The study will involve the areas of social studies, biology and English. The staff plans to identify specific teaching strategies which may help teachers and students develop more skillful ways of handling value-related issues and to present a model for possible revision of the curriculum of secondary schools.

Grade: Secondary

Materials: The following papers have been published. Write Project for their availability.

(1) "Belief in Traditional Sociopolitical Values and the Discussion of Social Issues", by Byron G. Massialas, Nancy Freitag, Jo A. Sweeney. February, 1969. (The paper reports on their study "to determine if, in the discussion of social issues, teachers who have a strong belief in traditional sociopolitical values differ significantly on various dimensions from teachers who have a low belief in traditional sociopolitical values.")

(2) "Developing a Cognitive Category System for Analyzing Classroom Discussion on Social Issues", by Byron G. Massialas, Nancy Freitag, Jo A. Sweeney. February, 1969. (The purpose of this study was "to develop a category system which may provide a meaningful way to look at and analyze classroom discussion based on social issues and value cleavages in society.")

INQUIRY INTO SOCIAL ISSUES (continued)

(3) "Identification of Social Issues Teachers", by Byron G. Massialas, Jo A. Sweeney, Nancy Freitag. February, 1969. (The paper reports on their investigation of the generalizations rising out of the limited research concerning social issues in schools, which suggests that: "(a) such issues have not been incorporated in the curriculum and are not purposefully included in classroom materials, (b) teachers are not trained to systematically examine social controversy and (c) teachers are afraid to examine many social issues because of the possibility of sanctions from the community or school administration.")

Project: MAJOR SOCIAL SCIENCE CONCEPTS AND THEIR UTILIZATION IN INSTRUCTIONAL MATERIALS
(Social Studies Curriculum Center)

Director: Dr. Roy A. Price

Address: 409 Maxwell Hall
Syracuse University
Syracuse, New York 13210

Summary: The goal of the project is to identify major social science concepts and to translate them into classroom practices for grades 5, 8, and 11. They have identified 34 concepts which have been categorized in this manner: 18 Substantive Concepts, 5 Value Concepts, and 11 Aspects of Method. Plans call for further identification of concepts.

The Project Staff is also developing units for trial purposes at various grade levels, utilizing applicable concepts from their list.

Grade: 5, 8, and 11

Materials:

a. Major Concepts for Social Studies, by Price, Hickman and Smith, 1965. Available from the Center, $1.50/copy. The booklet contains their 34 concepts plus an outline, discussion and elaboration of one of the concepts.

b. Social Science Concepts in the Classroom, by Verna S. Fancett, 1968. Available from the Center, $1.50/copy. Designed as an introduction for the teacher to the ever-expanding body of material related to the concept approach.

Project: MATERIALS AND ACTIVITIES FOR TEACHERS AND CHILDREN (MATCH Units)

Director: Frederick H. Kresse

Address:
MATCH Program
The Children's Museum
Jamaicaway
Boston, Massachusetts 02130

Summary: The MATCH Box project was designed to develop and evaluate multi-media kits and to study the role that real objects play in the learning process. The Boxes (Units) combine materials and activities as effective teaching-learning instruments. The MATCH Box Project was completed in 1968.

The current MATCH Program is revising the 16 original boxes for commerical production.

Grade: K - 6

Materials:

a. MATCH Units are systems of materials and activities that communicate in a variety of ways. Built around specific topics, they contain objects of all sorts; films, pictures, games, recordings, projectors, supplies, and a pattern for using these things - the Teacher's Guide.

b. Three MATCH Units are now available from American Science and Engineering, Inc., 20 Overland Street, Boston, Mass. 02215. Write publisher for price information.

The Japanese Family (Grades 5 and 6)

The unit focuses on Japanese life today in typical family situations, demonstrating relationships among individuals, basic belongings and manners, jobs and places in industry. The students engage in role-playing as members of one of five different families, remaining a part of that family throughout the lessons.

A House of Ancient Greece (Grades 5 and 6)

The unit illustrates everyday life of an ancient Greek household, as well as archeology as a tool for learning about people's lives long ago. The students sift through reproductions and photos of ancient artifacts, then draw conclusions from this evidence in the role of archeologists.

The City (Grades 1 - 3)

The unit helps young children to form an idea of what a city is, what happens there, how a city changes. It is designed to bring out characteristics of cities rather

MATCH Units (continued)

than to teach specific facts about cities.

c. Units planned for production

Water Play (Grades K - 1)

The Algonquin Indians (Grades 3 and 4)

MATCH Press (Grades 5 and 6)

Paddle-to-the-Sea (Grades 4 - 6)

d. Final Report available from the Museum.

Volume I - purpose of project, development and evaluation, description of units, conclusions. 85 pp. $2.00, prepaid.

Project: METROPOLITAN ST. LOUIS SOCIAL STUDIES CENTER

Director: Dr. Harold Berlak

Address: Graduate Institute of Education
Washington University
St. Louis, Missouri 63130

Summary: The Center includes two projects. The first is to study the substance of change in the social studies and to develop a network of metropolitan social science and social studies curriculum diffusion and implementation coordinating centers. The second project is aimed at the development of a unified social science curriculum for the elementary school (described elsewhere in this Directory as the "Washington University Elementary Social Science Project").

Grade: K - 12

Materials: For information on the Center's activities write for their newsletter, "Bulletin".

Project: MICHIGAN SOCIAL SCIENCE ELEMENTARY EDUCATION PROJECT (Completed)

Director: Robert S. Fox

Address:
School of Education
University of Michigan
Ann Arbor, Michigan 48106

Summary: The project was designed to identify major concepts, propositions, conceptual models and methodological principles in social sciences, with emphasis on psychology, social psychology, micro-sociology and anthropology. A program of Social Science Laboratory Units for grades 4-6 was developed and produced by SRA. In the program, the classroom becomes a laboratory where students explore the causes and effects of human behavior. The program consists of seven units which can be taught in one year or one or more units can be incorporated into the existing social studies curriculum.

Grade: Elementary

Materials: The following are available from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611:

	List	Net
Specimen Set	$44.00	$33.00
Social Science Resource Book	$ 4.14	$ 3.10
Project Books		
Unit 1 - Learning to Use Social Science	$ .70	$ .52
Unit 2 - Discovering Differences	$ .70	$ .52
Unit 3 - Friendly and Unfriendly Behavior	$ .70	$ .52
Unit 4 - Being and Becoming	$ .70	$ .52
Unit 5 - Individuals and Groups	$ .70	$ .52
Unit 6 - Deciding and Doing	$ .70	$ .52
Unit 7 - Influencing Each Other	$ .70	$ .52
Record Set (5 - 10" LP records)	$26.67	$20.00
Teacher's Guide	$ 5.00	$ 3.75
Teacher's Role in Social Science Investigation	$ 3.67	$ 2.75

Project: MINNESOTA SOCIAL STUDIES CURRICULUM PROJECT (Completed)

Director: Dr. Edith West

Address:
College of Education
Department of Secondary Education
350A Peik Hall
University of Minnesota
Minneapolis, Minnesota 55455

Summary: The Project has developed an integrated course of study drawing heavily on all the social sciences with the concept of culture as a unifying theme throughout. Concepts from anthropology, sociology and geography are emphasized in the primary grades with economic concepts added in grade 4. Fifth and sixth grade emphasis is on the single disciplines of geography and history, respectively. Junior high grades study the behavioral sciences while senior high grades expand knowledge in the behavioral sciences and test some of the social science generalizations.

The curricular framework has been established as follows:

K - "The Earth as the Home of Man"

1 - "Families Around the World" (A two-year sequence to develop cultural diversity)

2 - "Families Around the World"

3 - "Communities Around the World" (Schools, Church Government institutions)

4 - "Communities Around the World" (Economic institutions)

5 - "Regional Studies" (U.S., Canada, Latin America)

6 - "The Formulation of American Society" (Indians, Colonization, American Revolution, Westward Expansion, Civil War and Reconstruction)

7 - "Man and Culture"

8 - "Our Political System"

9 - "Our Economic System and Socio-Economic Problems"

10 - "American History - Development of American Civilization"

11 - "Area Studies" (Western Europe, Soviet Union, China, India)

12 - "Value Conflicts and Policy Decisions" (e.g. Security and Freedom, Economic Growth, Problems of War and Peace, etc.)

MINNESOTA SOCIAL STUDIES CURRICULUM PROJECT (continued)

Grade: K - 12

Materials: Background Papers and public domain materials for teachers and students are available from Green Printing Co., 631 8th Avenue, No., Minneapolis, Minn. Write publisher for list.

Project: A NEW APPROACH TO PROBLEMS OF DEMOCRACY (Completed)
(Curriculum Study Project)

Director: Glenn W. Hawkes

Address:
School of Education
University of Massachusetts
Amherst, Massachusetts 01003

Summary: A philosophical and historical rationale for a new approach to Problems of Democracy. Intentions were to use various social science disciplines, such as history and psychology, for developing a rationale. The development of curriculum materials was a secondary objective.

Grade: 12

Materials:
a. Final report available through ERIC Document Reproduction Service, National Cash Register Co., Box 2206, Rockville, Md. 20852.

b. Brief, general statement introducing and summarizing the final report, available from Project Director upon request.

Project: PROJECT STAR

Director: Dr. Bruce R. Joyce

Address: Box 109
Teachers College
Columbia University
New York, New York 10027

Summary: In this project there have been developed several data banks for children based on communities representing certain world cultures. Included are a pueblo community, a New England community, an English community, a French community, a Spanish community and an English 13th century castle community. Research has been conducted on the development of instructional systems to lead children to inquire into these cultures, to determine how social science concepts "fit" the cultures and to help them develop solutions to the kinds of problems the societies face.

The ultimate purpose of the project is to learn guidelines for developing inductive social science curriculum materials which children can administer to themselves and which teach them how to apply the modes of inquiry of the social sciences to analyze cultural problems and to compare and contrast cultural patterns.

Grade: Elementary

Materials: The project has been developing prototype materials, rather than large quantities of materials which can be purchased in bulk. School districts may contact the Director at Teachers College, Columbia, and arrangements can be made to examine the materials and to duplicate them.

Project: RELIGION - SOCIAL STUDIES CURRICULUM PROJECT

Director: Dr. Robert A. Spivey, Chairman
State Department of Education Committee on
Study about Religion in Public School

Address: Florida State University
Tallahassee, Florida 32306

Summary: The Project provides "counsel, guidance, materials, and teacher training designed to improve and enrich the social studies offerings - with special reference to religion". The rationale states, in part, that "any social studies or humanities program ignoring the role of religion in the heritage and current practice of mankind (is) clearly deficient, if not academically indefensible".

Grade: Secondary

Materials: a. The following material is currently available, ON A LIMITED BASIS, from the Project.

Religious Issues in the Social Studies, Vol. 1: American Culture

Student's Manual	(260 pages)	$3.00
Teacher's Manual	(130 pages)	$2.00

The manual consists of ten (10) studies appropriate to secondary social studies classes in American history, American government and problems of American democracy. The titles of the studies are:

1. Why Go to the New World?
2. Conformity or Diversity?
3. The American Revolution: A Religious War?
4. Subsidy or Separation?
5. The Churches on the American Frontier
6. The Negro and the Church
7. Religion: Personal or Social?
8. Ways of Understanding: Science and Religion
9. Conscience or Constitution?
10. America: Protestant or Pluralist?

b. Projects for 1970 are:

Vol. II (Western Civilization)

Vol. III (World Cultures)

Project: A SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM FOCUSED ON THINKING REFLECTIVELY ABOUT PUBLIC ISSUES

Director: Dr. James P. Shaver

Address: Bureau of Educational Research
College of Education
Utah State University
Logan, Utah 84321

Summary: A project to develop an outline of concepts to be used in the analysis of public controversy and to develop teaching suggestions for teaching those concepts. The outline is organized around the basic assumption that public controversy is basically political-ethical controversy, with the analytic concepts selected in relation to and focused on the process of making ethical judgments. The project will not only tryout teaching suggestions developed, but investigate the interactions between three discussion styles - recitation, socratic, and seminar - and different student personality traits in affecting the learning of analytic concepts.

Grade: Secondary

Materials: Materials are now being developed and tried out and probably will not be available until at least June of 1969.

Project: A SEQUENTIAL SOCIAL STUDIES COURSE FOR THE SECONDARY SCHOOL
(Social Science Curriculum Study Center)

Director: Dr. Ella C. Leppert

Address: University of Illinois Curriculum Laboratory
1212 West Springfield Avenue
Urbana, Illinois 61803

Summary:

The project is designed to develop the first three courses in a sequential junior-senior high school social studies program for academically able 8-10 students or general ability students in grades 9-11 or 12. Also, the Course III materials on major cultural areas of today's world may be taught to 12th grade students or in the 11th grade preceding United States history. These three courses for the secondary school social studies are a part of a five-year sequence designed to contribute to a program of study that introduces students to: (1) the structure of man's social order and how individuals in our own and in other cultures interact with the social order, indeed, both shape and respond to it; (2) the dynamic nature of cultures; and (3) the diversity of cultures.

The development of the three sequential social studies courses begins, first, with the identification and selection of those concepts and generalizations from the disciplines (cultural anthropology, economics, geography, history, political science, sociology, social psychology, area studies) essential to understanding man's relationships with his social, economic, and political institutions at different periods in time in our own culture and in other selected non-Western cultures. In developing the new course materials, priority is given to achieving maximum student involvement in inquiring, hypothesizing, testing, interpreting, and ultimately in valuing social data to the end that students arrive inductively at the concepts and generalizations and develop necessary skills in social analysis.

The Courses are as follows:

I. Grade 8 (academically able) or Grade 9 (general ability)

The Family in Society (10-12 weeks)
Economics: Choice Making (12 weeks)
Community Political Processes (8-10 weeks)

II. Grade 9 (academically able) or Grade 10 (general ability)

Man's Physical Environment (6 weeks)
Cultural Development (12 weeks)
Western European Civilization (18 weeks)

A SEQUENTIAL SOCIAL STUDIES COURSE FOR THE SECONDARY SCHOOL (continued)

III. Grade 10 or Grades 11 or 12 to precede the teaching of United States History

Cultural Areas of Today's World

Sub-Saharan Africa (12-15 weeks)
South Asia - India (12-15 weeks)
Russia and the Soviet Union (12-15 weeks)

Each of the cultural areas materials provides an in-depth study of a major culture in today's world. Building on the concepts, generalizations and skills of social analysis introduced and partially developed in Courses I and II, the materials in Course III have been developed to deepen and broaden the student's perception and understanding of ways of life different from his own. To the extent a student understands the characteristics and value structure of a given area - Sub-Saharan Africa, India, Russia and the Soviet Union, in this social studies program, he is better able to respond with a sense of feeling, with a sense of value and judgment of the human condition of people in cultures other than his own. (Hence we recommend in-depth study of at least one and preferably two cultures other than our own prior to a study of United States History).

Since social institutions are dynamic and man-made, data provided in these materials can and is a means of deepening and broadening the student's perception of culture change. Indeed, a continuing emphasis in the materials (Courses I - III) is that students learn to view the social studies as providing selected examples of living relationships in the record of man's development -- a relationship in which each of the parts of a culture has a function or role that is meaningful only in terms of the whole. Hence, the importance of continual and systematic reference of every problem to the state of the culture as a whole - that is the "cultural whole" which includes the social, economic, political, and ethical institutions that comprise a people's way of life.

Grade: Secondary

Materials: For availability of course materials, direct inquiries to Dr. Ella C. Leppert, Director, 1212 West Springfield Ave., Urbana, Illinois 61801.

Project: A SEQUENTIAL CURRICULUM ON AMERICAN SOCIETY, GRADES 5-12
(Social Studies Curriculum Study Center)

Director: Dr. John R. Lee

Address: Northwestern University
Evanston, Illinois 60201

Summary: This project is designed to develop materials to implement a new approach to the study of American society. It is planned to develop a sequential curriculum which will avoid much of the present repetition.

Under preparation is a "Handbook of Social Inquiry" for use in grade 12.

Grade: 5 - 12

Materials: Public domain materials are on file in the U.S. Office of Education. Commercial materials are expected to be available soon.

Project: SOCIAL SCIENCE EDUCATION CONSORTIUM [SSEC]

Director: Dr. Irving Morrissett

Address: 1424 North 15th Street
Boulder, Colorado 80304

Summary: A project to encourage and facilitate better development and use of innovative elementary and secondary social studies curricula and methods of social sciences. Materials have been developed by groups of social scientists and educators, and published by the Consortium. The Consortium adheres to the view that a project should publicize its activities and the following list bears this out.

Grade: K - 12

Materials: a. Concepts and Structure in the New Social Science Curricula, edited by Irving Morrissett, Holt, Rinehart & Winston, $2.95.

b. Materials available from the Consortium:

(1)	SSEC Newsletter - upon request	
(2)	Sociology, by Robert Perrucci	$ .85
(3)	The Structure of Geography, by Peter Greco	$ .70
(4)	The Political System, by David Collier	$ .40
(5)	A Systems Approach to Political Life, by David Easton	$ .65
(6)	Economics, by Lawrence Senesh	$ .50
(7)	Anthropology, by Paul Bohannan	$ .85
(8)	Retrieving Social Science Knowledge for Secondary Curriculum Development, by Charles Jung, Ronald Lippitt and Robert Fox	$2.00
(9)	The Methodology of Evaluation, by Michael Scriven	$1.60
(10)	Child Development and Social Science Education, Parts I and II, by Irving Sigel	$ .40
(11)	Child Development and Social Science Education, Part III, by Irving Sigel and Elinor Waters	$1.80

SOCIAL SCIENCE EDUCATION CONSORTIUN [SSEC] (continued)

(12)	Child Development and Social Science Education, Part IV, by Irving Sigel	$ .60
(13)	Morality, by Michael Scriven	$2.50
(14)	Value Claims in the Social Sciences, by Michael Scriven	$1.00
(15)	Student Values as Educational Objectives, by Michael Scriven	$ .65
(16)	Inservice Teacher Education to Support Utilization of New Social Science Curricula, by R. Fox, E. Girault, R. Lippitt and L. Schaible	$1.00
(17)	A Short Guide to the Literature of the Social Sciences, by Peter Senn and Mary Senn	$1.50
(18)	Curriculum Analysis System: Steps in Curriculum Analysis, SSEC	$ .40
(19)	February 1968 SSEC Newsletter, includes description of the Curriculum Analysis System	$ .10
(20)	EPIE Forum (Dec. 1967-Jan. 1968) reprint, "A System for Analyzing Social Science Curricula".	$ .10
(21)	May 1969 SSEC Newsletter, includes list of analyses made using their Curriculum Analysis System. Projects analyzed include: Anthropology Curriculum Study Project, Sociological Resources for the Social Studies, High School Geography Project, Asian Studies Curriculum Project, Social Studies Curriculum Project (Carnegie-Mellon), EDC Social Studies Curriculum Program, Elementary School Economics Program, Anthropology Curriculum Project (Ga.), Greater Cleveland Social Science Program, Harvard Project, Michigan Social Science Elementary Education Project (Fox), Lovenstein's Economic Materials for Secondary Schools, Taba Curriculum Development Project, ECON 12, Senesh Economics Materials (Our Working World Series, SRA), St. Louis Metropolitan Social Studies Program, and Social Science Education Consortium. Write SSEC for availability of Newsletter.	

Project: SOCIAL SCIENCES: CONCEPTS AND VALUES

Director: Paul F. Brandwein

Address: Center for the Study of Instruction
Harcourt, Brace & World Building
Polk and Geary
San Francisco, California 94109

Summary: This project has been designed to develop a sequential series of materials organized around key concepts and values from the social sciences. They also plan to develop some short "search" books, which will serve as source materials on specific topics; e.g., map skills, black history.

Grade: K - 9

Materials:
a. Student books for grade 1-4, teacher's guides for grades 1 and 2 have been developed. Teacher's guides for grades 3 and 4 are to be completed in late 1969.

b. Kindergarten and grade 5-9 materials are planned for completion in 1970.

For availability of existing materials, write the Center.

Project: SOCIAL STUDIES CURRICULUM DEVELOPMENT CENTER

Director: Dr. Edwin Fenton

Address: Carnegie-Mellon University
Schenley Park
Pittsburgh, Pennsylvania 15213

Summary: This project has been designed to develop a four-year integrated curriculum in history and the social sciences utilizing the inquiry approach to learning. At the outset the materials for the 9th, 10th and 12th grades were designed for the able student; however, the tested materials were reworked to meet the needs of both able and average students prior to commercial publication. Grade 11 materials were designed for average students from the start.

Ninth and tenth grade materials are commercially available from Holt, Rinehart and Winston. Grade 11 and 12 materials are now available in public domain editions from General Systems and Graphics.

Grade: 9 - 12

Materials: a. Course materials available from Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017.

Grade 9 - Comparative Political Systems, by Mindella Schultz

Text	$ 3.32
Teacher's Guide	$ 2.72
AV Kit	$ 67.50
Tests	$ .72

Comparative Economic Systems, by John R. Coleman

Text	$ 3.32
Teacher's Guide	$ 2.72
AV Kit	$ 75.00
Tests	$ .72

Grade 10 - The Shaping of Western Society, by John M. Good

Text	$ 4.96
Teacher's Guide	$ 3.00
AV Kit	$102.00
Tests	$ 1.00

SOCIAL STUDIES CURRICULUM DEVELOPMENT CENTER (continued)

Tradition and Change in Four Societies, by Richard B. Ford

Text	$ 4.96
Individual Units - Paper	$ 1.72 each
Teacher's Guide	$ 2.72
AV Kit	$ 82.50
Tests	$ .72

b. Experimental Units from grades 9, 10, and 11 are available free from Holt, Rinehart and Winston for any school desiring to know more about the courses and the potential value they may hold. Contact the Marketing Manager, Social Studies at the New York Office.

c. Public Domain materials for grade 11 and 12 are available from General Systems and Graphics, Inc., 933 Penn Avenue, Pittsburgh, Pennsylvania 15222.

Grade 11 -	The American Experience	$ 7.95
Grade 12 -	An Introduction to Behavioral Science	$ 5.95
	The Humanities in Three Cities	$ 6.95
Complete Set		$ 20.00

(NOTE! These materials include teacher's manual, daily lesson plans, objective and essay tests, class handouts, scripts for tapes, etc.)

d. Five classroom films (for teacher training) showing Dr. Fenton teaching lessons from one of the experimental units. Available through Holt, Rinehart and Winston and on free loan to Pennsylvania schools through the Division of Social Studies, Department of Education, Box 911, Harrisburg, Pennsylvania 17126.

e. Teaching the New Social Studies in Secondary Schools: An Inductive Approach, by Edwin Fenton, Holt, Rinehart and Winston, 1966, $7.95.

f. The New Social Studies, by Edwin Fenton, Holt, Rinehart and Winston, 1967, $1.95 (paper).

g. A High School Social Studies Curriculum for Able Students: Final Report of the Project. It describes "How to Organize Curriculum Projects", "The Carnegie Project", and "Research and Evaluation". Available from the Center, $2.50 prepaid.

Project: SOCIAL STUDIES PROJECT, INTERMEDIATE ELEMENTARY GRADES

Directors: William A. Hollman and Frank Caplan

Address: Edcom Systems Inc.
145 Witherspoon Street
Princeton, New Jersey 08540

Summary: Program is developed around philosophy that learning cannot take place without the personal involvement of the student in the process of self-discovery. The most innovative aspect of the course is its wealth of manipulatives, three-dimensional models, panoramas, and educational games; in an effort to develop a program of value for all students - especially the educationally disadvantaged. Twenty school districts in New Haven, Annapolis, Princeton and New York, will voluntarily pilot-test the fourth grade units during the September 1969-June 1970 school term. A revised unit is to be tested in 200 schools during the February-June 1970 semester. The 32-week curriculum is to be published in September 1970.

Grade: 4 - 6

Materials:

a. The fourth grade course, Man: A Study in Adaptation. The major themes of the five units are: family and child rearing, technology, life cycle, land use and tenure, and political organization. Each is concerned with the variable character of man's adaptation to his physical surroundings through selected cultures and physical settings. The student works for 3 to 4 weeks with such cultures as Arandas of Australia, Polar and Niger Delta in Africa. A 5-week review of a special mystery culture "Nacirema" (Americans) serves to help children compare cultures of today with other societies. The student becomes an active participant in the process of cultural adaptation. For inner-city children with reading difficulties, "oral banks" cover each of the five cultures; 12 minute Cinema Sound Slides are provided for each culture. Unit materials, curriculum charts and teacher manuals are included. A fifth grade R & D project "Time Periods" is being administered by Drs. Schroeder and Gardiner of Princeton University, Department of Psychology.

b. 30-inch contoured relief globe, washable, unbreakable polyethylene, with a student laboratory software program "A Systems Approach to Global Learning" - $99.50. Also included are a Globe Operations Lab at $19.95 and a Geo-Math program of geography measuring tools with a book of math problems for 4th to 8th grades.

SOCIAL STUDIES PROJECT, INTERMEDIATE ELEMENTARY GRADES (continued)

c. Sound-sight and rear-view projector, 12 minute synchronized cartridge-program covering Story Telling for Early Childhood, News for schools and science and history mini-documentaries, ten monthly subscription program, $9.95 each cartridge; machine to be supplied at cost of $95.00.

Project: SOUNDS OF SOCIETY: A DEMONSTRATION PROGRAM IN GROUP INQUIRY

Director: Dr. B. J. Chandler

Address: The School of Education
Northwestern University
Evanston, Illinois 60201

Summary: The project is designed to provide a framework within which effective communication is possible between teenagers and their adult discussion leaders. Through the use of discussions in informal small groups, participants will develop an increased awareness of the interrelatedness of social events. A further objective of the project is to provide a comparative overview of the dynamics of small group inquiry that develop in groups of lower class Negro youth and middle class white youth.

Grade: Secondary

Materials:

a. Technical report summarizing their research is available from the Project Office.

b. Final report available through ERIC Document Reproduction Service, National Cash Register Co., Box 2206, Rockville, Md. 20852. (ED-018-522, microfiche $.50; hard copy $4.40, 108 pp.).

Project: TABA CURRICULUM DEVELOPMENT PROJECT

Director: Dr. Norman E. Wallen

Address: Education Building, Room 10
San Francisco State College
San Francisco, California 94132

Summary: The project has developed a comprehensive course of study around the "spiral curriculum" idea of the late Hilda Taba. The content sequences from grade to grade are designed to foster a hierarchical development of a set of basic social science concepts which will form a continuing thread in a different context each year. Statements of rationale, teaching strategies, objectives and evaluation exercises are included in each grade level guide.

Grade: 1 - 8

Materials: a. Materials for grades 1-6 are available from Addison-Wesley Publishing Co., Sand Hill Road, Menlo Park, California 94025.

Grade 1 - "The Family"	$2.55
Grade 2 - "Communities Around Us"	$2.55
Grade 3 - "Four Communities Around the World"	$2.55
Grade 4 - "Our State - A Changing Society"	$2.55
Grade 5 - "US and Canada - Societies in Transition"	$2.55
Grade 6 - "Middle and South America - Societies in Transition"	$2.55
Taba Teacher's Handbook for Elementary Social Studies (discusses teaching strategies helpful to teachers in understanding the use of inductive teaching in the classroom)	$3.60

b. The Taba Curriculum Model is explained by Associate Project Director, Jack R. Fraenkel, in the January, 1969 Social Education, Vol. 33, No. 1, pp. 41-47.

c. Teaching Strategies and Cognitive Functioning in Elementary School Children, by Hilda Taba, $3.00. From Rapid Printers and Lithographers, Inc., 733 A Street, Hayward, California 94541.

Project: TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION

Directors: Dr. John Jarolimek and Dr. Phillip Bacon

Address:
406 Miller Hall
University of Washington
Seattle, Washington 98105

Summary: The Tri-University Project is a cooperative effort conducted by New York University and the Universities of Nebraska and Washington to provide training for college teachers of teachers and elementary teachers through a series of institutes for advanced study.

A major purpose of the project is to promote the development of elementary education as a significant segment of the entire educational enterprise. In doing this, the University of Washington is focusing on the social sciences and the social studies. New York University, on the other hand, is focusing on the Behavioral Sciences - especially the applicability of theory and research to teaching. At the University of Nebraska, the emphasis is on language arts, including the spoken and written language, reading, literature, and composition.

Our interest in the project is directed to the University of Washington efforts related to the social studies.

Grade: Elementary

Materials: A partial list of the publications of participants follows. For a complete listing of these works, write Mr. Arthur Nichols, Coordinator of Publications, at the Project office.

(1) "A Behavioral Approach to the Teaching of Social Studies: An Application of Cognitive and Affective Process Models, Performance Tasks, and Criterion Measures", Seattle, Washington: The Tri-University Project in Elementary Education (Social Science/ Social Studies), 1968, 56 pp.

(2) "Strategies of Instruction: The Development and Modification of Teacher Competence", J. Doyle Casteel and Wes Measel, The College of Education Record (University of Washington), XXXV (May 1969), pp. 81-90.

(3) "A Strategy for Exploring Values and Valuing in the Social Studies", Ambrose A. Clegg, Jr. and James L. Hills, The College of Education Record (University of Washington), XXIV (May 1968), pp. 67-78.

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION (continued)

(4) "The Golden Questions", Marvin Fellers and Jack M. Sheridan, The College of Education Record (University of Washington), XXXIV (May 1968), pp. 95-99. [the use of social scientists' questions to direct pupil study]

(5) "Why Inquiry?", Owen A. Hagen and Steve T. Stansberry, Social Education, XXXIII (May 1969), pp. 534-37.

(6) "The Teacher's Professional Development and Inservice Education", Lynn R. Hoff, The College of Education Record (University of Washington), XXXV (May 1969), pp. 57-60.

(7) "Inquiry in the Middle Grades", Bernard Kravitz and Diane Jural Soroka, Social Education, XXXIII (May 1969), pp. 540-42.

(8) "Introducing Cities to Elementary School Children", Gary Manson and Carol J. Price, The Journal of Geography, LXVIII (May 1969), pp. 295-300.

(9) "Using Learning Resources for Inquiry", Albert L. Nelson and Lisso R. Simmons, Social Education, XXXIII (May 1969), pp. 543-46.

(10) "The Role of the Teacher in an Inquiry-Centered Classroom", Dorothy J. Skeel and Joseph G. Dacaroli, Social Education, XXXIII (May 1969), pp. 547-50.

(11) "Of Projects and Teachers and Social Studies Curriculums", Foster F. Wilkinson, The College of Education Record (University of Washington), XXXIV (May 1968), pp. 61-66.

Project: WASHINGTON UNIVERSITY ELEMENTARY SOCIAL SCIENCE PROJECT

Directors: Harold Berlak and T. R. Tomlinson

Address: Metropolitan St. Louis Social Studies Center
Washington University
St. Louis, Missouri 63130

Summary: The project has been designed to develop an elementary school social science curriculum which will provide students with an understanding of democratic principles, institutions, and procedures. Further aims of the project are to develop within students the necessary analytical strategies for dealing with social and political controversy while at the same time developing a concern and interest among the students in public policy issues facing communities and the nation.

Grade: 1 - 6

Materials: Materials in the development stage include:

Grade 4 "Change and Stability in Rural and Urban Mexico"
"Urban Renewal in Lagos, Nigeria"
"Community Development in India"
"Life in the Soviet Union"

Grade 5 "Boston's West End Project"
"American Neighborhoods in Transition"
"Relocation and the Navaho"
"Atomic Power and Bodega Head"

Grade 6 "Loyalty in the American Revolution"
"Kansas and the Homestead Act"

For availability of developed materials, write Project.

Project: WORLD HISTORY CURRICULUM INTEGRATING HISTORY AND SOCIAL SCIENCES
(Chicago Social Studies Project)

Director: Edgar Bernstein

Address: University of Chicago
1362 East 59th Street
Chicago, Illinois 60637

Summary: A study to develop instructional materials for a 9th and 10th grade world history curriculum integrating history and the social sciences. They also hope to determine whether the materials will lead the student into the discovery of principles associated with the social science disciplines.

Grade: 9 and 10 (a two-year sequence)

Materials: a. No materials currently available for distribution.

b. "Structural Perspectives: The Social Sciences and the Social Studies", Bernstein, Social Education, February 1965, explains the theoretical basis of the project.

c. "Independent Learning", Indiana Social Studies Quarterly, Spring, 1968.

Conservation

Project: CONSERVATION EDUCATION IMPROVEMENT PROJECT

Director: Howard M. Hennebry

Address: Department of Oceanography
Oregon State University
Corvallis, Oregon 97330

Summary: A project to investigate the possibility of increasing the awareness and interest in conservation problems through the discovery approach, during the formative years of children. They also plan to develop recommended procedures for strengthening the status of conservation in public school curricula.

Grade: 1 - 9

Materials:
a. Materials that have been developed have been tested in classroom situations. They will be available pending final approval from USOE. Contact Director for information.

b. A descriptive brochure is available from the project office.

Project: SURVEY OF PRINTED MATERIALS ON CONSERVATION EDUCATION

Director: Dr. Carl S. Johnson

Address: Ohio State University
School of Natural Resources
124 West 17th Avenue
Columbus, Ohio 43210

Summary: A study to determine quantity, scope, appearance, accuracy, bias and readability of free printed materials and the probability of acceptance of sponsored conservation-education materials by schools.

Grade: Elementary and secondary

Materials:
a. Copy of paper presented to Conservation Education Association, available from Dr. Johnson.

b. For information on final report write to ERIC, U.S. Office of Education, Washington, D.C. 20202.

Economics

Project: DEVELOPMENTAL ECONOMIC EDUCATION PROJECT (DEEP)

Director: Dr. John E. Maher, Senior Economist

Address: Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036

Summary: The first phase of this five-year nation-wide program began in 1964. Its objectives were to improve economic understanding through teacher education and materials development. Thirty school systems representing a wide diversity of structure and geographic distribution were selected for participation.

To share the experiences of the experimental program, the Joint Council has extended DEEP through the Cooperating Schools Program. This program relies upon a strong association with over 40 Affiliate Councils through which additional school systems may join the DEEP project.

Grade: K - 12

Materials:

a. Checklist of the Joint Council's publications contains over 70 items available from their offices, most at a nominal fee. DEEP produced teacher guides for elementary, junior high, and senior high school levels are included. The Checklist also annotates general readings and techniques in economics and economic education, reports on college level experiments, Economic Topics, and the U. S. Economy in Action filmstrip series.

b. Handbook for Curriculum Change. Based on DEEP experience the Handbook provides a step-by-step guideline for introducing economic understanding in the curriculum of any school. $1.25 from the Council.

c. DEEP '67, a Progress Report. Summarizes DEEP activity through the first three years of the program.

d. Perspectives on DEEP: An Experiment in Curriculum Change. To be published, fall 1969. Summarizes five years of DEEP experience.

DEVELOPMENTAL ECONOMIC EDUCATION PROJECT (DEEP) (continued)

e. Manpower and Economic Education, one-semester course for grades 8-10, developed by Robert L. Darcy and Phillip E. Powell at the Joint Council's Ohio Center for Economic Education under a USOE grant and available through the JCEE. The course contains over 70 lessons designed to develop knowledge, skills, motivation and behavior patterns of students. Also included are case histories, questions and statistical data. Student Text, $3.50. Teacher Manual, $1.50 from the Council.

f. Progress in Economic Education, the Council's newsletter, designed to "reflect the activities of the economic education movement..., while also acting as a central clearing house for the movement". Contact the Joint Council for information on availability.

g. Steps for a Balanced Economy - an introduction to monetary and fiscal policy and their relationship to the individual. $.25 each; classroom set of 30, $6.00 from the Council.

h. Study Materials for Economic Education in the Schools - annotated bibliography of supplementary materials, including audio-visual items, in economic education. $1.50 from the Council.

Project: ECON 12 PROJECT (Completed)

Directors: Dr. John G. Sperling and Dr. Suzanne E. Wiggins

Address: San Jose State College
San Jose, California 95114

Summary: A project designed to develop a twelfth grade one-semester course in economics, for all levels and abilities of students, taught by teachers with a minimum training in economics. The general goal is to help students develop the economic reasoning powers which are essential to making more rational economic choices as well as taking effective action in our society.

They have used systems-design procedures in constructing the course. The materials developed do not require a high reading ability.

Grade: 12

Materials: a. Commercial publication of the course is scheduled by Addison-Wesley Publishing Co., Sand Hill Road, Menlo Park, California 94025, during 1970.

b. Final report is available on microfiche and in hard copy through the Educational Resources Information Center (ERIC), Document Reproduction Service (EDRS), 4936 Fairmont Avenue, Bethesda, Md. 20014.

Project: ECONOMIC CURRICULAR MATERIALS FOR SECONDARY SCHOOLS (Completed)
(Cooperative Research Project)

Director: Dr. Meno Lovenstein

Address: Ohio Council on Economic Education
College of Business Administration
Ohio University
Athens, Ohio 45701

Summary: A project for the development of economics materials for secondary schools. Primary purposes of the project were: (1) to demonstrate the importance and possibility of developing a structure for the presentation of economics, (2) to demonstrate the effectiveness of sequenced materials and (3) to incorporate in the materials an emphasis on teacher orientation and student discovery. The discipline-centered approach of these materials is developed by dividing the subject into (1) major categories and (2) basic analytical themes.

Grade: 9

Materials: Teachers Guide and Student Materials, previously developed, are being revised and should be available by spring 1970. Contact project office for more detailed information.

Project: ELEMENTARY ECONOMICS PROJECT
(Elementary School Economics Program)

Director: William D. Rader

Address: Industrial Relation Center
1225 East 60th Street
University of Chicago
Chicago, Illinois 60637

Summary: Projected development of supplementary economics programs for elementary grades designed to be integrated into existing curricula or taught as separate units. Grades 4 and 5 have been field-tested, revised and published. Grade 6 materials will be published in 1969-70.

Grade: 4 - 6

Materials: a. The following materials are available from: The Allied Education Council, P.O. Box 78, Galien, Michigan 49113.

Grade 4	- Teacher's Guide	$ 5.00
	Set of 3 Charts	$ 6.00
	Student Readings	$ 2.30
	Project Book	$ .75
	Pre- and Post-Tests	$ .15
	Progress Checks (Set of 4)	$ .20
Grade 5	- Teacher's Guide	$ 5.00
	1 Chart	$ 2.00
	Student Readings	$ 2.15
	Project Book	$ .75
	Pre- and Post Tests	$ .15
	Progress Checks (Set of 2)	$ .10
Examination Sets:	Grade 4	$14.40
	Grade 5	$10.15
	Both	$22.55

b. The following materials have been developed for 6th grade. Prices have not been set as of publication date of Directory. Address inquires to the Project.

Grade 6 - Teacher's Guide to Daily Lessons
Teacher Resources
Annotated Student Book
Annotated Map Envelope
Student Book
Map Envelope (Student)
MARKET Game

Project: SURVEY AND EVALUATION OF CONSUMER EDUCATION PROGRAMS IN THE UNITED STATES

Director: Dr. Joseph N. Uhl

Address: Purdue Research Foundation
Purdue University
Lafayette, Indiana 47907

Summary: The study will estimate the present and prospective demand for consumer education programs in the United States; compile an inventory of these programs now in operation and catalog their materials; evaluate these programs by content, mission and technique; survey the status of consumer education in public secondary schools; and make recommendations for program improvement and development aimed at servicing the educational needs of consumers in the 1970's.

Grade: Secondary

Materials: The project report and Sourcebook of Consumer Education Programs in the U.S. is expected to be completed December, 1969. Contact the project office for information.

Geography

Project: ELEMENTARY SCHOOL GEOGRAPHY PROJECT (Completed)

Director: Dr. Charlotte Crabtree

Address: University of California at Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024

Summary: A project to investigate the teaching of geography in grades one to three while studying the effects of instruction in the core concept of geographic theory.

Evaluation of field-tests shows marked growth in comprehension and application of geographic principles, but not much difference with regard to the growth of knowledge.

Grade: 1 - 3

Materials:

a. Materials involved in the units are highly localized and the project has limited production of them. Most materials can be produced locally.

b. "Inquiry Approaches to Learning Concepts and Generalizations in Social Studies", Charlotte Crabtree, Social Education, XXX (October, 1966), 407-411, 414.

c. "Inquiry Approaches: How New and How Valuable?", Charlotte Crabtree, Social Education, XXX (November, 1966), 523-525, 531.

d. Final report "Teaching Geography in Grades One through Three: Effects of Instruction in the Core Concept of Geographic Theory." Contact ERIC Reproduction Service, National Cash Register Co., Box 2206, Rockville, Md. 20852 for information on availability.

Project: GEOGRAPHY CURRICULUM PROJECT

Directors: Dr. Marion J. Rice and Dr. John M. Ball

Address:
105 Fain Hall
University of Georgia
Athens, Georgia 30601

Summary: Project based on premise that any field of knowledge, such as geography, consists of a system of concepts, or word labels, which are used to express ideas and describe relationships. The discipline of geography utilizes the concept system to systematically expand geographic knowledge. The student will be provided with simulation exercises in which the concept system is inquiry-oriented to formulate and answer geographic questions. Program outline follows:

K - "Earth: Man's Home" - designed to develop the geographic concept of "habitat"

1 - "Place and Environment" - develops the basic ideas of location and place character

2 - "Resource and Production" - explores the cultural nature of a resource and basic ideas associated with man's use of resources to fulfill some need

3 - "Spatial Arrangement and Region" - develops ideas related to the distribution of phenomena on the earth's surface and the delimitation of regions

4 - "Rural Settlements" - introduces the student to the geographic viewpoint by analyzing several diverse rural settlement systems

5 - "Urban Settlement" - identifies the generic elements in urban settlement systems from a geographic perspective

6 - "Population" - introduces the student to demographic inferences and projections based on such data as density, distribution, income, occupation, education, housing, race, age, sex, birth rates, and death rates

Grade: K - 6

Materials: Earth: Man's Home. Sample set (teacher's manual, pupil workbook and unit test) $5.00. Field use set (teacher's manual, 40 workbooks, 40 unit tests) $35.00.

A Bibliography for Geographic Education, Revised Edition, by John M. Ball. $1.00. A compilation of articles, books, and pamphlets, mainly from the U.S., since 1950.

GEOGRAPHY CURRICULUM PROJECT (continued)

Place and Environment. Sample set (teacher's manual, pupil text, pupil workbook and pictorial test and cutouts) $5.00. Field use set, $35.00.

Resource and Production. Sample set, $5.00. Field use set, $35.00. Available Fall, 1969.

Spatial Arrangement and Region. Sample set, $5.00. Field use set, $40.00. Available Fall, 1969.

Rural Settlements. Sample set, $5.00. Field use set, $40.00. Available Fall, 1969.

Project: HIGH SCHOOL GEOGRAPHY PROJECT

Director: Dr. Dana Kurfman

Address: P.O. Box 1095
Boulder, Colorado 80303

Summary: The Project's goal is the development of new geography materials for use at the high school level. The course, Geography in an Urban Age, is being published by The Macmillan Company. The course is available as a set of six units or each unit is available independently of the other units.

During late 1969 and 1970 the Project's energies will be directed to teacher education and dissemination. Sets of teacher education materials will be prepared for use in social studies and geography methods classes and in school in-service programs.

Grade: Secondary

Materials:

a. For information about availability and costs of units in Geography in an Urban Age, contact The Macmillan Company, 866 Third Avenue, New York, N.Y. 10022.

b. Newsletters and a descriptive brochure are available from the Project office upon request.

c. Film - "High School Geography: New Insights", 16 mm, thirty minutes, b&w, will be available from Macmillan affiliate. It is designed to show teachers how HSGP activities, which encourage student involvement and group participation, work in the classroom.

d. Video tapes of classroom activities are available through the ACM Video Tape Project, Carleton College, Northfield, Minnesota 55057.

Project: A STUDY OF THE EFFECTIVENESS OF TAPED LESSONS IN GEOGRAPHY EDUCATION

Director: Richard W. Elliott

Address: Westfield Public Schools
Westfield, Massachusetts 01085

Summary: A project to determine how effective taped lessons might be in helping pupils to learn geographic facts by discounting measured intelligence and by-passing reading difficulties.

Grade: 5 and 6

Materials: Availability of materials unknown.

Sociology

Project: SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES

Director: Robert C. Angell

Address: 503 First National Building
Ann Arbor, Michigan 48108

Summary: Their purpose is to produce materials emphasizing the inquiry method suitable for various high school courses. Allyn and Bacon, Inc. of Boston will publish the following three sorts of materials.

A large number of two-week teaching units called episodes have been developed. The first four of these--*The Incidence and Effects of Poverty in the United States*, *Images of People*, *Leadership in American Society: A Case Study of Black Leadership*, and *The Significance of Results: A Study of Hypothesis Testing*--are appearing in 1969. These are designed to be introduced into courses such as problems of democracy, American history, economics, world cultures, psychology, political science, as well as sociology.

A one-semester sociology course emphasizing inductive exercises has been through national trials and is now being revised for publication in 1971.

"Operation Paperback", another segment of the project, is producing six paperbacks for supplementary reading in all sorts of social studies courses. The first two of these, *Cities and City Life* and *Life in Families* will be available early in 1970. Others on *Racial and Ethnic Relations*, *Crime and Juvenile Delinquency*, *The Population Problem*, and *Large Scale Organizations* will be published subsequently.

Grade: Senior High

Materials: a. Newsletter available upon request.

b. For a short period between the national trials of an episode and its transmission to Allyn and Bacon, Inc. for publication, examination copies of the trial version of each episode are available for purchase, the student text and the instructors' guide together for one dollar. Availability is announced in the Newsletter. Examination copies of neither the paperback books nor the sociology course are available from SRSS. Information about their availability from Allyn and Bacon, Inc. will be given in the Newsletter.

U.S. Culture (History)

Project: THE AMHERST PROJECT

Director: Dr. Richard H. Brown

Address: Committee on the Study of History
Box 93
Amherst, Massachusetts 01002

Summary: A project designed to develop new materials for use in teaching history and social studies, to include original historical evidence, utilizing the discovery learning approach. The project covers junior and senior high school, and is developing multi-media materials, some designed primarily for college preparatory students and some for slow learners who will not go to college.

The project is now launching the second phase of their program, to sponsor and aid in the development of "education development teams" in selected school districts. The effort will be aimed at fostering curriculum innovation, providing in-service training for teachers interested in new approaches and at encouraging school leaders to accept experimental curriculum work as a logical part of a teacher's professional duties, with a consequent reduction in the teaching load.

Sponsorship of The Amherst Project has been changed from Amherst College to the newly created Hampshire College in Amherst, Massachusetts.

Grade: Secondary

Materials: a. Thirteen Volumes prepared from 1962-1965 with the series title, New Dimensions in American History, are available in teachers' and students' editions from D. C. Heath and Co., 475 S. Dean St., Englewood, New Jersey 07631, cost $1.40 each.

(1) The European Mind and the Discovery of a New World

(2) British Views of the American Revolution

(3) The Ratification of the Constitution and the Bill of Rights

(4) The Missouri Compromise

(5) The Monroe Doctrine

THE AMHERST PROJECT (continued)

(6) Andrew Johnson and the Struggle for Presidential Reconstruction

(7) States' Rights and Indian Removal

(8) The 1920's: Rhetoric or Reality

(9) Responses to Economic Collapse (1930's)

(10) Immigration: A Study in American Values

(11) The Negro Struggle for Equality in the Twentieth Century

(12) Manifest Destiny and Expansionism in the 1840's

(13) The Spanish-American War: A Study in Policy Change

b. Thirteen new volumes to be published, together with a core book, by Addison-Wesley Publishing Company, with publication beginning November, 1969. Inquiries should be addressed to the publisher, 2725 Sand Hill Road, Menlo Park, California 94025.

c. Newsletter, "Bulletin of the Amherst Project" available upon request.

Project: BASIC CONCEPTS IN HISTORY AND THE SOCIAL SCIENCES

Director: Edwin C. Rozwenc

Address: Amherst College
Amherst, Massachusetts 01002

Summary: Designed to produce a series of volumes to supplement teaching of senior high school American history in a chronological organization.

Each volume of readings is organized around a "key" concept applied in a particular historical situation, designed to lead students to discover the organizing power of concepts that historians employ in developing their explanations of the events and trends of American history.

The purpose of the project is to encourage secondary school teachers to use their own resources of teaching imagination rather than to impose any rigid course structure.

Grade: Senior High

Materials: a. Sample copies of paperback volumes in print are available from the High School Department, D. C. Heath and Company, 285 Columbus Avenue, Boston, Massachusetts 02116, at a cost of approximately $1.65 each.

1. Conflict and Consensus in the American Revolution
2. Liberty and Power in the Making of the Constitution
3. Democracy in the Age of Jackson
4. Slavery and the Breakdown of the American Consensus
5. The Entrepreneur in the Gilded Age
6. Realism and Idealism in Wilson's Peace Program
7. The Status Revolution and the Progressive Movement
8. Presidential Power in the New Deal
9. Myth and Reality in the Populist Revolution
10. Containment and the Origins of the Cold War
11. Reconstruction and the Race Problem
12. The United States and the New Imperialism 1898-1912

BASIC CONCEPTS IN HISTORY AND THE SOCIAL SCIENCES (continued)

b. Additional titles in preparation include:

1. Ideology and the Coming of the Revolution, 1765-1775

2. Jefferson and the Problems of Power

Project: BLACK HISTORY COURSE

Directors: Dr. Price Cobbs and Dr. William Grier

Address: Pacific Educational Products
3516 Sacramento Street
San Francisco, California 94118

Summary: This project, the first in a series of black oriented audio-visual products, has been designed to develop a course of instruction which will give both black and white youth a positive sense of identity. The program materials will be useful in the central city and the suburbs. One important aim is to help whites understand the significance of the contributions of the black people to the world so that respect for the black American may be heightened.

Grade: Open

Materials: Among the media developed are 15 audio-visual presentations, including some 2,000 slides and a guide for group discussion following each presentation. Contact Pacific Educational Products for information on the availability of these and other materials.

Project: A CULTURAL APPROACH TO THE STUDY OF HISTORY IN GRADES 7 AND 8

Directors: Lawrence H. Vadnais, Jr. and Winthrop S. Alden

Address:
Mt. Greylock Regional High School
Green River Road
Williamstown, Massachusetts 01267

Summary: A project to develop two courses which will utilize a cultural approach to the study of history. Students will be introduced to each of the social sciences and will gain appreciation for the interdependence of social sciences, sciences and the humanities in understanding man and his culture. They hope to develop a basis of concepts and skills useful in later courses. Presently under development are evaluative devices to assess the effectiveness of their program.

Grade: 7 and 8

Materials: Final report and course materials soon to be available, $.50 to cover mailing costs.

Project: THE IDENTIFICATION OF CRITERIA FOR THE EFFECTIVE USE OF FILMS IN TEACHING HISTORY IN THE CLASSROOM IN A VARIETY OF TEACHING SITUATIONS, GRADES 7-12
(Completed)

Director: Robert L. Zangrando

Address: Assistant Executive Secretary
American Historical Association
400 A Street, S.E.
Washington, D. C. 20003

Summary: This project was designed to examine criteria that apply to the selection and use of films in history instruction, grades 7-12. The project made no effort to cite "good" or "bad" films; rather it sought to consider the nature of history and history instruction, the nature of the film medium as an instrument for learning, and the manner in which the discipline and the medium can be combined effectively in the classroom.

Consequently, the report discusses the role of the teacher and the students as participants in a learning situation, the teacher's instructional goals, his or her awareness of the needs of a particular student-audience, the range of materials and teaching strategies that might accompany film use in utilization, and the degree of preparation and follow-up that should characterize film use.

The report is addressed to teachers, curriculum specialists, social studies supervisors, college and university professors who train teachers, public educational officials, and film producers, and it concludes with recommendations for more productive collaboration among these several parties for the improvement of classroom instruction, through film use, in history.

The report affirms the inseparability of content and method in effective instruction.

Grade: 7 - 12

Materials: The final report is available from ERIC Document Reproduction Service, National Cash Register Co., Box 2206, Rockville, Md., 20852, 121 pp.

Project: MINORITY HISTORY AND CULTURE PROJECT

Director: Dr. Norma Jean Anderson, Consultant
Intercultural Education

Address: St. Paul Public Schools
615 City Hall
St. Paul, Minnesota 55102

Summary: The project has been designed to develop social studies curriculum guides which will include the contributions of minority groups in American History and Culture.

Grade: K - 12

Materials: a. "Afro-American History and Culture Study Guide" which includes an annotated bibliography, biographies, materials on contemporary problems and recommended teaching strategies.

b. Planned for production in 1969 is a similar guide on Mexican-American, and Indian-American History and Culture.

NOTE: For information on the availability of materials write the Director.

Project: THE NEW SOCIAL STUDIES FOR SLOW LEARNERS - JUNIOR HIGH AMERICAN HISTORY

Directors: Ivan Jirak and Allan Kownslar

Address:
Social Studies Curriculum Center
Carnegie-Mellon University
Pittsburgh, Pennsylvania 15213

Summary: A new approach to the development of materials and curriculum being conducted in partnership with the Pittsburgh Public Schools. The group is developing objectives, teaching strategies, materials, and evaluation instruments designed specifically for the slow learner. Course material will emphasize affective goals, especially those aimed at developing positive student self-concepts. Also stressed are cognitive objectives such as: development of learning skills, attainment of inquiry skills, and acquisition of knowledge.

Grade: Junior High

Materials:

a. The rationale has been published, along with a sample chapter of the course, and is available from the Project, cost: $4.00.

b. Long-range plans call for commercial publication by September, 1970.

World Affairs

Project: AN EXAMINATION OF OBJECTIVES, NEEDS AND PRIORITIES IN INTERNATIONAL EDUCATION IN U.S. ELEMENTARY AND SECONDARY SCHOOLS
(FPA International Affairs Education Study)

Director: James M. Becker

Address: Foreign Policy Association
345 East 46th Street
New York, New York 10017

Summary: A project designed to seek the answers to such questions as: what should we teach in the field of international studies? toward what objectives should learning in this field be directed? what kinds of learning experiences ought to be provided students? what kinds of research are most needed? what teaching strategies are most appropriate? what teacher training programs hold most promise?

They plan to use a series of small conference and consultations to canvass a large number of social scientists, educators, classroom teachers and school officials in an effort to develop a set of guidelines useful in planning future research and curriculum development in the general area of world affairs education, and to encourage some of these people to undertake some of the high priority tasks identified in the conferences.

Grade: K - 12

Materials: a. Report of study found in November, 1968, Social Education, Vol. 32., No. 7.

b. Summary available upon request to FPA.

Project: FOREIGN POLICY ASSOCIATION - SCHOOL SERVICES PROGRAM

Director: James M. Becker

Address: 345 East 46th Street
New York, New York 10017

Summary: The Foreign Policy Association's "School Services" was formed in 1965, and expanded in 1967 to include five regional directors, to provide an organization of national scope, with long experience in the general field of international relations, that could serve educators and schools in all the 50 states in improving the teaching of world affairs. Their services include: suggesting materials and methods of teaching to school systems; arranging conferences and workshops with the aim of improving the teaching of world affairs; providing consultants to national, regional and state organizations; and publishing suggested, model materials for classroom teachers of world affairs courses.

Grade: K - 12

Materials:

a. Great Decisions booklets available to high schools at special rates through Allyn & Bacon, Inc., Rockleigh, New Jersey 07647. Write publisher for price list.

b. Headline Series published six times per year, subscription $4.00 per year. Series presents analysis of major foreign policy problems. Single copies $.85. Write FPA for list.

c. World Affairs Book Center, 345 East 46th Street, New York, N.Y. 10017 - the largest selection of books, pamphlets and other materials in the field of world affairs. Write for information on mail order service.

d. Selected bibliography on "Teaching About Southeast Asia", from FPA, no charge.

e. New Dimensions, booklets for social studies teachers, from FPA, $1.00 per copy. Titles now available:

   (1) Simulation Games for the Social Studies Classroom

   (2) Foreign News and World Views: Interpreting the Newspaper in the Classroom

f. "Dangerous Parallel", simulation game available from Scott, Foresman and Co., 1900 East Lake Avenue, Glenview, Illinois 60025. Direct inquiries to Mrs. Mariette Stieg.

g. A Cartoon History of U. S. Foreign Policy (covering 50 years of U. S. foreign policy), $2.95 paper, from World Affairs Book Center.

Project: IMPROVING THE TEACHING OF WORLD AFFAIRS

Director: For information, send to:
Dr. Robert N. King, Assistant Superintendent
Address: Glens Falls Public Schools
15 Quade Street
Glens Falls, New York 12801

Summary: A total school-community effort to improve the teaching of world affairs in the elementary and secondary schools.

Grade: K - 12

Materials: "Improving the Teaching of World Affairs", by Harold M. Long and Robert N. King, Bulletin No. 35, 1964, The National Council for the Social Studies, 1201 Sixteenth St., N. W., Washington, D.C. 20036 . . . . $2.00

"Bringing the World into Your Classroom--Gleanings from Glens Falls". Curriculum Series No. 13. Foreword by Ralph W. Cordier, President, National Council for the Social Studies . . . $2.75

Project: NCA FOREIGN RELATIONS PROJECT (Completed)

Director: [NOTE: Jerry R. Moore, Director, announces that the Project "will close its doors" effective August 31, 1969. As of
Address: September 1, 1969, Mr. Moore will join the faculty at the University of Virginia, College of Education - Peabody Annex, Charlottesville, Virginia 22903.]

Summary: During the fourteen years that the Project operated, the staff developed the Foreign Relations Series of eleven booklets aimed at providing a base for foreign relations studies at the secondary level. These are currently available through Laidlaw Brothers, Inc.

Also, during this time the staff was engaged in a variety of in-service efforts to disseminate innovative teaching strategies and social studies curricula, done in the cause of curriculum improvement.

Grade: Secondary:

Materials: a. Foreign Relations Series, secondary level, prepared by the North Central Association, Foreign Relations Project, Chicago, and published by Laidlaw Brothers, Inc., River Forest, Ill. 60305. (ORDER DIRECT) These publications are periodically updated and revised. $.75 each.

(1) The U. S. and World Affairs
(2) Chinese Dilemma
(3) America's Role in the Middle East
(4) The New Europe, the Common Market, and the U. S.
(5) Southeast Asia and American Policy
(6) The U. S. and the Soviet Challenge
(7) Africa and the World Today
(8) The U. S. in the United Nations
(9) The United States' Role in Latin America
(10) India and the World Today
(11) Japan - Ally in the Far East

b. Approaches to the Study of International and Intercultural Relations, published by and available from the North Central Association of Colleges and Secondary Schools, 5454 South Shore Drive, Chicago, Ill. 60615. Single copies $1.00 plus $.15 postage, PREPAID. This publication consists of four papers demonstrating different ways of studying or organizing information about international relations. The papers are: "The Uses of Diplomatic History", by Norman A. Graebner; "Comparative Politics", by Aristide R. Zolberg; "The Civilization Unit: An Approach to the Non-West", by Henry C. Hart; and "Using Simulations to Teach International Relations", by Hall T. Sprague.

World Cultures

Project: AFRICAN-AMERICAN INSTITUTE

Director: H. Thomas Collins

Address: Division of School Services
866 United Nations Plaza
New York, New York 10017

Summary: The Institute is entering into the business of helping teachers who wish to do a better job of teaching about Africa. They are collecting all of the teaching materials (K-12) from the United States, as well as other English - speaking nations, that may be potentially useful in classrooms.

They are also engaged in a preliminary effort to establish what is and what is not happening in relation to African studies in U.S. schools, on a K-12 basis.

Grade: K - 12

Materials: Contact Director for additional information on their efforts as well as for the materials the Institute now has available.

Project: ASIAN STUDIES CURRICULUM PROJECT (Completed)

Director: Dr. John U. Michaelis

Address:
Department of Education
4529 Tolman Hall
University of California
Berkeley, California 94720

Summary: Designed to prepare instructional materials on Asian countries, peoples and cultures, as an integral part of the social studies program. They have developed teaching guides for selected topics and for an elective high school course. The units which have been developed are primarily for students at the tenth grade level. They have also produced a series of units for slow learners of the tenth grade, written at a fifth grade reading level.

Grade: 10

Materials: a. Available (while supply lasts) from Project Office. Make checks payable to Regents of the University of California.

(1) Final Release - final report on Project, including objectives, Guidelines for Asian Studies, a course for high school, data on units, etc. $4.00.

(2) Outline for a Course on Asia, purchased separately, $1.50 per copy.

(3) Second Release - included "Asia Today"; "Exploratory Geography, Asia"; "Exploratory Geography, South Asia"; discovery unit: "Role of Women in Asia"; discovery unit: "Mao Tse-Tung"; and "Evaluation Form" for appraising teaching units. (Packet of all 8 items, $10.00 per packet).

(4) Asia in World History Course, I and II, $2.50 per set.

b. Available commerically:

(1) Twentieth Century Asia: An Anthology (revised version of Asia Today) published by: Sales Division, McGraw-Hill Book Co., Webster Division, Manchester Road, Manchester, Missouri 63011. Write publisher for information on availability.

(2) Asian Studies Inquiry Units (formerly Discovery Units) published by Field Educational Publications, Inc., 609 Mission, San Francisco, California 94105. Available during Fall 1969.

ASIAN STUDIES CURRICULUM PROJECT (continued)

(3) Field Educational Publications will also publish a booklet of 25 lessons on Asia for high school students reading at a fifth grade level. Available during Fall 1969.

Project: ASIAN STUDIES PROJECT

Director: Dr. Franklin R. Buchanan

Address: 183 Arps Hall, College of Education
Ohio State University
1945 North High Street
Columbus, Ohio 43210

Summary: A service project designed to promote increased attention to Asian Studies in elementary and secondary education by serving as a clearing house for identifying resource materials and curriculum efforts throughout the country.

Grade: Elementary and Secondary

Materials: Focus on Asian Studies, a quarterly newsletter which serves as a continuing source of information on various Asian studies programs, agencies supplying materials, new books, pamphlets, and periodicals, audio-visual aids, study opportunities for teachers and other related material. Available upon request.

Project: CURRICULUM PROJECT ON LATIN AMERICA

Directors: Clark C. Gill and William B. Conroy

Address: 403 Sutton Hall
University of Texas
Austin, Texas 78712

Summary: A project designed to develop guidelines and resource materials on Latin America for use in grades 1-12. Their plans include the identification of major ideas essential for a basic understanding of contemporary Latin America. They are now engaged in the development of teaching materials on Latin America to be integrated in the present curriculum in various subjects and at various grade levels. Future plans call for designing an elective course on contemporary Latin American problems, preparation of tests and other evaluation instruments and field testing materials developed by the project.

Grade: 1 - 12

Materials: The following materials are available through ERIC Document Reproduction Service, National Cash Register Co., Box 2206, Rockville, Md. 20852.

(1) Teaching about Latin America in the Elementary School: An Annotated Guide to Instructional Resources, Bulletin No. 1, 1967, 40 pp. (ED-012-832, microfiche $.25; hard copy $1.84).

(2) Teaching about Latin America in the Secondary School: An Annotated Guide to Instructional Resources, Bulletin No. 2, 1967, 71 pp. (ED-012-833, microfiche $.50; hard copy $3.08).

(3) The Social Scientists Look at Latin America: Six Position Papers, Bulletin No. 3, 1967, 174 pp. (ED-012-365, microfiche $.75; hard copy $7.40).

(4) Key Ideas About Latin America, Bulletin No. 4, 1967, 33 pp. (ED-013-342, microfiche $.25; hard copy $1.60).

(5) The Treatment of Latin America in Social Studies Instructional Materials, Bulletin No. 5, 1968, 41 pp. (ED-022-781, microfiche $.25; hard copy $1.92).

Project: INTERCULTURAL STUDIES PROGRAM

Director: Dr. Wallace L. Anderson

Address: University of Northern Iowa
Cedar Falls, Iowa 50613

Summary: To coordinate several related programs in intercultural studies including (1) a series of university courses dealing with foreign area studies; (2) a faculty development program which sponsored seminars on China and India for faculty members and provisions for faculty members to study abroad; (3) a series of conferences dealing with various aspects of international studies; (4) a teacher-education program; (5) the acquisition of library and instructional materials on the non-western world; and (6) an exchange program for faculty members.

Grade: Elementary, Secondary, and University

Materials: Although the project does expect to prepare teaching materials for intercultural studies, the only materials available now are:

(1) Bibliography: "Understanding Peoples of the Non-Western World (Through Books for Boys and Girls)" at $1.00 per copy. (K-8)

(2) Syllabus: "Foreign Area Studies: India" at approximately $3.00 per copy (price has not yet been established). This is for college-level classes, and will be available mid-September.

(3) High school-level materials are presently being developed for future publication.

Project: INTERCULTURAL UNDERSTANDING PROJECT

Director: Melvin H. Samuels

Address: Allegheny County Schools
100 Ross Street, Fourth Floor
Pittsburgh, Pennsylvania 15219

Summary: The Project is designed to develop a curriculum for World Cultures by providing for: (1) continuing in-service teacher education in the social sciences as related to the course, (2) increased student motivation through the utilization of foreign personnel in the classroom, (3) the development of individualized instruction, and (4) selection and development of materials necessary to provide meaningful experiences.

The staff utilizes students to assist in the development of classroom materials.

Grade: Senior High

Materials: a. Bibliographies, available from the Project at $1.00 each:

1. "African Writers"
2. "Africa"
3. "Japan"
4. "Japanese Writers"

b. Units of Study are being developed and tested as follows. Units are not available for general distribution at this time.

1. American Teenage Sub-Culture
2. Japan
3. Africa
4. Latin America
5. India

Project: PROJECT AFRICA

Director: Dr. Barry K. Beyer

Address: Baker Hall
Carnegie-Mellon University
Pittsburgh, Pennsylvania 15213

Summary: A project to design, develop and field-test instructional materials and learning experiences on Africa south of the Sahara. Materials are designed and tested by a team of educators that includes African scholars, experienced classroom teachers, media technicians and specialists in teaching and evaluation; to aid junior high teachers of world geography and world history. They employ inquiry techniques and learning experiences ranging from large-group to small-group to independent study activities. They incorporate a wide variety of audio-visual aids; e.g., overhead transparencies, single concept films, tapes and slide-tapes. Teaching guides contain background data for teachers as well as suggested teaching strategies.

The study framework is divided into three topics: (1) focus on contemporary African peoples; (2) a concentrated study of social, economic, political and other forces that have shaped the way of life of these peoples; and (3) to provide an understanding of the nature of forces presently shaping the way Africans live.

The project is also designing a one-semester senior elective on Africa South of the Sahara and developing extensive in-service programs for teachers, to be co-sponsored with selected school systems.

Grade: 7 - 9, 10

Materials:

a. Africa South of the Sahara: A Resource and Curriculum Guide, published by Thomas Y. Crowell Co., 201 Park Avenue South, New York, New York 10003. paper $3.95; cloth $6.95.

b. "Images of Africa--What American Secondary School Students Know and Believe about Africa South of the Sahara", a technical report by E. Perry Hicks and Barry K. Beyer, appeared in Social Education, December 1968, Vol. 32, No. 8, pp. 779-784. (Full Report available from ERIC Document Reproduction Service, National Cash Register Co., Box 2206, Rockville, Md. 20852. (ED-023-693, microfiche $.25; hard copy $2.10 40 pp.)

PROJECT AFRICA (continued)

c. Program of Study on Africa South of the Sahara, designed for 7-9 grade world geography or 10th grade world history/world cultures, including student reading materials, teacher's guides and a wide variety of instructional materials. Write Project Office for information about availability.

d. Curriculum Analysis report, using the Curriculum Analysis System developed by Irving Morrissett and W. Williams Stevens of the Social Science Education Consortium, summarized by participants of EPDA Summer Institute in History, Carnegie-Mellon University, Pittsburgh, Pa., June, 1969. Available from Project Office.